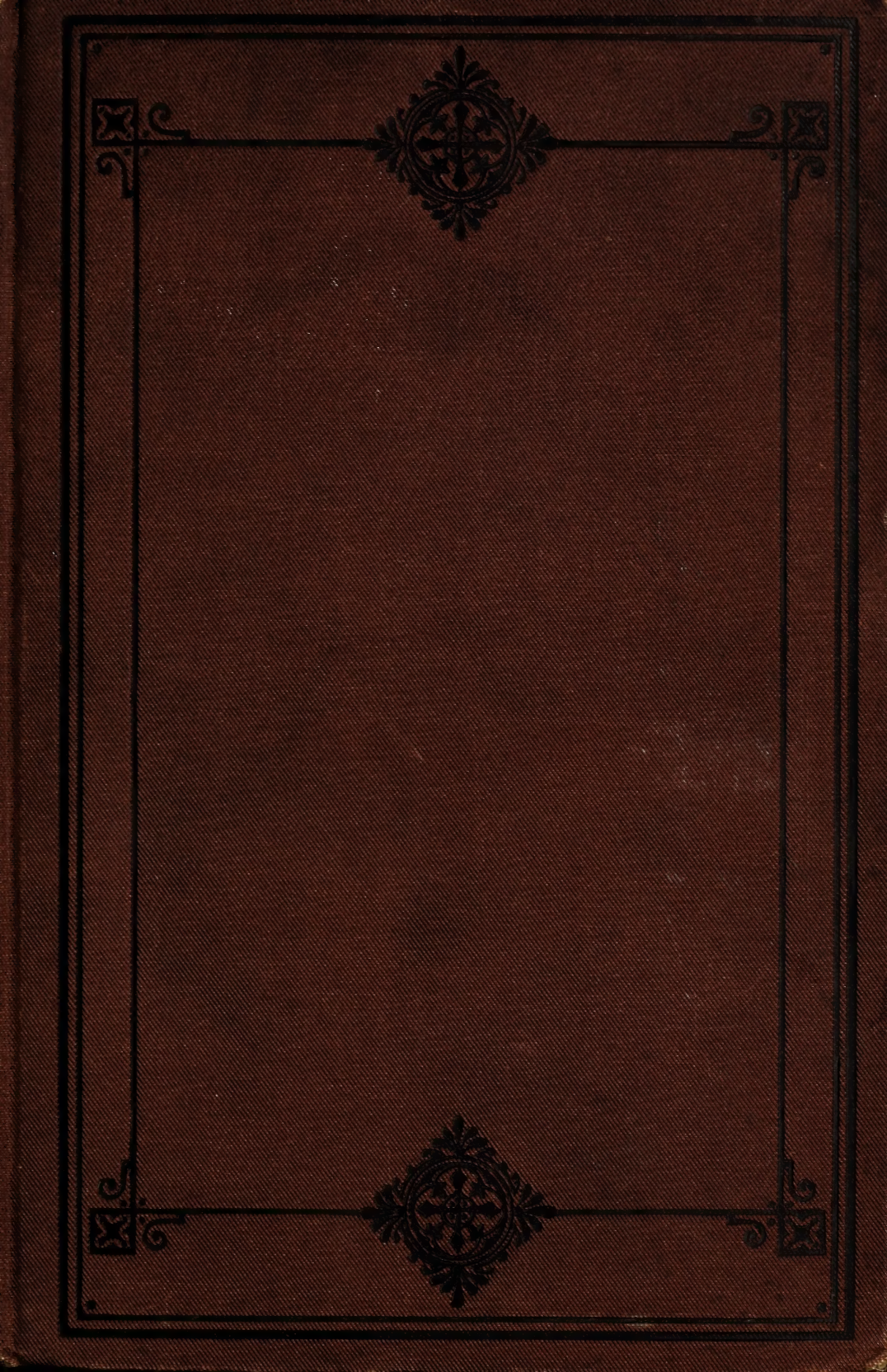

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LANGUAGE LESSONS.

DESIGNED TO INTRODUCE

YOUNG LEARNERS, DEAF MUTES AND FOREIGNERS

TO A CORRECT UNDERSTANDING AND USE OF THE

ENGLISH LANGUAGE,

ON THE PRINCIPLE OF

OBJECT TEACHING.

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BY

ISAAC LEWIS PEET, LL.D.,

PRINCIPAL OF THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

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PREFACE.

LANGUAGE may be defined to be a system of expressing ideas. It is a growth in every mind and becomes indissolubly associated with all mental operations. Every device for teaching it should proceed upon the principle of suggesting first the thought and then the expression. This is the order of nature. The child, in acquiring its vernacular, must see the object before it learns its name, must perform an action or see it performed before it understands the form of words by which this action is properly described, must perceive a quality before the assertion thereof can be comprehended, must realize a truth before the formula in which it is stated has any significance. Many ideas occur to its mind on occasions when no friendly voice is near to assist in the interpretation, and for these, there is, as yet, no expression. What knowledge of language it does obtain, however, comes when the spoken word closely follows the thought and is at once associated with it.

It is for this reason that no one can attain the same command of a foreign tongue in the privacy of the study that he can by going on the ground where the language is spoken.

It is for this reason, too, that deaf-mutes are so long in arriving at a familiar or even a correct use of the language of their country. They are, from birth, a class apart, shut out, by want of hearing, from speech, which is the common vehicle of thought. To furnish a guide to the teacher in applying the principle to which allusion has been made and thus to enable him to overcome the peculiar difficulties which the young hearing child, the deaf-mute and the foreigner must meet in the acquisition of the English language, and also to furnish the pupil with the means of constant review, is the object of the course of instruction of which this little book is the introductory part.

Its method consists, to a considerable extent, in giving the pupil a direction in writing, and then requiring him to perform it and to state in writing what he did. He is, in this way, compelled to take part in the action of which he writes, thus justifying the quotation on the title page, "Quorum pars fui."

The book opens with the names of twelve objects, which the teacher must have before him. These names have been selected with a view to embracing the whole alphabet, so that when the pupil has learned to write them, he has also learned to form all the letters in use. The teacher then directs the pupil, in writing, to touch one of these objects, and, in reply to the written question, "*What did you do?*" to write such a sentence as this, "*I touched the box.*" In a similar way are taught, by gradual advancement, all the personal pronouns, nominative, possessive and objective, singular and plural, the interrogatives *who*, *which*, *what*, *how many* and *where*, the inflections of case and number in nouns, the distinction to be observed between the definite and the indefinite article, the proper use of prepositions, the conjunction *and*, the words and characters expressing numerals up to one hundred, adjectives denoting color and other properties equally perceptible, and a considerable number of verbs.

The sentence-forms are confined to the illustration of the government of the objective case by the transitive verb or its equivalent, and *time* is exemplified by the present imperative and the past indicative.

The exercises which are to be performed by the mutual action of the teacher and pupil, are printed in script type, so that the latter, in learning to write, may have a clear and correct model constantly before him, for educating the eye and training the hand.

The hearing child derives from this course the following advantages:

1. He learns to read at sight and to write at the same time.

2. He is made to comprehend perfectly what he thus reads and writes, and, in this way, early forms the habit of composition.

3. He unconsciously acquires, at the outset, and for all time, by a system which teaches by practice without rules, the most important principles of grammar, thus learning to avoid the

majority of the errors which are so often found among those even who have received the benefits of a common school education.

4. The teacher is led to see the importance of bringing his pupil in *all* instruction into more direct relations with the subject taught, the real and fundamental principle of what is called object-teaching.

The foreigner, with this system, does not require the aid of an instructor versed in two languages, but can be taught the English language by any one who can read it understandingly and write it correctly, and when we consider the great numbers who are constantly coming to this country, including the inhabitants of China and Japan, with whose languages few have any acquaintance, the importance of some such course as this becomes apparent. But it is not principally on this account that he should adopt it. The comparison of his own with the language he is acquiring, may have some advantages, but these will be more than counterbalanced by his being enabled to think at once, without any process of translation, in the new language upon which he is fixing his mind.

In the case of those whose alphabets differ materially from our own, the advantage of the use of the script type is also evident.

The uneducated deaf-mute, who has no written language, no language whatever, in fact, unless the representation, in the air, of the pictorial images which constitute his process of thought, may be called a language, will, however, derive the greatest benefit from it, for,

1. He is taught to associate the names of objects directly with the objects themselves.

2. He is taught to form letters in the briefest period that is consistent with a conception of their relations to words.

3. He is enabled, without difficulty, to write sentences expressing a thought existing definitely in his own mind, and to comprehend the statement of the same thing when written by others.

4. He can understand and use written language perfectly, as far as he goes, and has nothing to unlearn.

5. He can make no advances so long as the ground previously gone over is only partially subdued. This necessitates constant and unremitting review. There is nothing detached. Every point is a preparation for what follows.

6. The system does not depend for its results upon extraordinary tact, ingenuity and skill on the part of the teacher, any more than well-devised machinery depends upon exceptional dexterity in the operator. Parents thus have a means of starting their children in the road to language before sending them to an institution especially designed for their benefit.

7. Satisfactory *average* results may be secured, inasmuch as the advancement of the pupil will be only a question of time. The bright pupil will progress three or four times, it may be, as fast as the dull one, who, nevertheless, will know as perfectly as the bright one what he actually learns.

8. The education of a deaf-mute may be commenced at an earlier age than has heretofore been considered desirable, because repetition rather than reasoning is involved in carrying out the system, and the *memory* of childhood can grasp what its faculty of *deduction* fails to secure.

9. The course may be pursued either in connection with the improved language of signs which exists in many institutions, a language which is in itself capable of expressing even the subtler shades of thought, or without using signs at all, as is preferred by many instructors. Teachers who desire to combine articulation and lip-reading, so far as they are able, with all the instruction they give in language, and who require their pupils to disuse signs in the class-room, fearing that their thought cannot otherwise be made to run in the groove of language as spoken, will find in it an instrument whereby they may carry out their views without detriment to their pupils.

Finally, deaf-mutes are enabled to attach words directly to ideas from the beginning, and so learn written language in a manner closely approximating that in which their more fortunate hearing brothers and sisters acquire the ability to express themselves by speech.

This first book, though complete as far as it goes, does not claim to be more than an introduction to a course which it is hoped will have many closely succeeding parts, in which the ad-

jective, relative and demonstrative pronouns, the moods and tenses of the verb, the varied forms of the predicate of the English sentence, the use of abstract terms, and what may be called English idiom shall be successively developed on substantially the same principle. It has grown out of an experience of nearly thirty years in teaching the deaf and dumb, but would not now be offered for trial by others if it had not successfully stood the test of two years' use in the primary department of a very large institution.

It has been designed particularly for class-instruction, but is equally well adapted to the education of a single pupil, if the teacher will occasionally call upon one or two other individuals of each sex to take part in the exercises.

LANGUAGE LESSONS.

SECTION I.

LET the teacher provide himself with twelve objects which shall severally correspond to the following names, embracing all the letters of the alphabet. If possible, there should be but one object of the same kind in the room, that the designating power of the article *the* may be more thoroughly impressed on the mind. Having written the words on the blackboard, let him touch an object and require the pupil, if a hearing child or one who has once heard, to pronounce its name. He will then point to the written name. This exercise should be repeated till the pupil catches the idea that the written word represents the thing, and can himself point to that word when the teacher touches the object. The teacher will then go through the same process in connection with each of the other objects till the pupil is able to associate the name with the object at sight.

This done the teacher will point to each name and require the pupil to touch the corresponding object, speaking the word, if possible, at the same time.

The third exercise will be to teach the pupils to spell the words, *viva voce*, if hearing, or by the manual alphabet, if deaf-mute.

The fourth exercise will be for the teacher to repeat the letters in alphabetical order, either by the voice or the manual alphabet, and require the pupil at the same time to point out these letters as they occur in the list of words.

The fifth exercise will be to teach the pupils to write the words by copying them from the book.

The sixth exercise will be to require them to write the

several words without copy, whenever the corresponding objects are shown them.

NAMES.

the key	the adze
the hat	the cup
the box	the vase
the mat	the door
the jug	the quill
the saw	the knife

SECTION II.

Illustrating the pronouns of the first, second and third persons singular with the verb *Touch*.

I. The first person *I*. Let the teacher write the following direction, "*Touch the key*," and require all the pupils to pass in single file and each perform the act desired. Then let him write the question, *What did you do?* and teach each of them to write, *I touched the key*. With a class of hearing children one of the pupils should be taught to read the direction in a distinct voice, another to read the question, and all to give the answer in concert before writing.

Let the following exercise be performed in the same manner, and let the pupils afterward be required to make a fair copy from the book, of the direction, the question and the answer.

Teacher's Direction.

Touch the hat.

Teacher's Question.

What did you do?

Pupil's Answer.

I touched the hat.

D. *Touch the box.*

Q. *What did you do?*

A. *I touched the box.*

D. *Touch the mat.*

Q. *What did you do?*

A. *I touched the mat.*

D. *Touch the jug*

Q. *What did you do?*

A. *I touched the jug.*

D. *Touch the saw.*

Q. *What did you do?*

A. *I touched the saw.*

D. Touch the adze.

Q. What did you do?

A. I touched the adze.

D. Touch the cup.

Q. What did you do?

A. I touched the cup.

D. Touch the vase.

Q. What did you do?

A. I touched the vase.

D. Touch the door.

Q. What did you do?

A. I touched the door.

D. Touch the quill.

Q. What did you do?

A. I touched the quill.

D. Touch the knife

Q. What did you do?

A. I touched the knife.

II. Second person singular *You.* Let the teacher himself touch each of the objects and teach the pupils to write as follows :

Teacher's Question (as he touches each object).

What did I do?

Pupil's Answer.

You touched the key.
You touched the hat.
You touched the box.
You touched the mat.
You touched the jug.
You touched the saw.
You touched the adze.
You touched the cup.
You touched the vase.
You touched the door.
You touched the quill.
You touched the knife.

III. Third person singular *He* or *She.* Let the teacher require different pupils to touch the objects, giving rise to the following exercise. He will of course substitute the names of

pupils in the class for those given below. It would be well for the pupils to learn each other's names before proceeding further.

Teacher's Direction.

Albert, touch the key.

Teacher's Question.

What did Albert do?

Pupil's Answer.

**He touched the key.*

D. *Bertha, touch the hat.*

Q. *What did Bertha do?*

A. *†She touched the hat.*

D. *Charles, touch the box.*

Q. *What did Charles do?*

A. *He touched the box.*

D. *Dora, touch the mat.*

Q. *What did Dora do?*

A. *She touched the mat.*

---

* Let Albert write, *I touched the key.*

† Let Bertha write, *I touched the hat,* &c.

D. Edward, touch the jug.

Q. What did Edward do?

A. He touched the jug.

D. Fanny, touch the saw.

Q. What did Fanny do?

A. She touched the saw.

D. George, touch the adze.

Q. What did George do?

A. He touched the adze.

D. Harriet, touch the cup.

Q. What did Harriet do?

A. She touched the cup.

D. Isaac, touch the vase.

Q. What did Isaac do?

A. He touched the vase.

D. Jane, touch the door.

Q. What did Jane do?

A. She touched the door.

D. *Lewis, touch the quill.*

Q. *What did Lewis do?*

A. *He touched the quill.*

D. *Mary, touch the knife.*

Q. *What did Mary do?*

A. *She touched the knife.*

SECTION III.

Additional verbs, nouns, and pronouns.

NOTE.—Let the pupil, after going through with the exercises of the day, copy the directions, questions, and answers, from the book, on a small slate, or on paper, the teacher being particular to show the proper position of the person and of the hand, and to require the hand-writing to be neat, clear, and exact. This is of special importance, because the capital letters are all introduced in this Section.

EXERCISE I.

Direction.

Kenneth, lock the door.

Question.

What did Kenneth do?

Answer.

He locked the door.

D. Nancy, unlock the door.

Q. What did Nancy do?

A. She unlocked the door.

D. Oliver, lock the box.

Q. What did Oliver do?

A. He locked the box.

D. Thebe, unlock the box.

Q. What did Thebe do?

A. She unlocked the box.

D. Robert, cork the jug.

Q. What did Robert do?

A. He corked the jug.

D. Sarah, uncork the jug.

Q. What did Sarah do?

A. She uncorked the jug.

D. Thomas, put on the hat.

Q. What did Thomas do?

A. He put on the hat.

D. *Thomas, take off the hat.*

Q. *What did Thomas do?*

A. *He took off the hat.*

D. *Ulysses, put the box on the table.*

Q. *What did Ulysses do?*

A. *He put the box on the table.*

D. *Virginia, take the box off the table.*

Q. *What did Virginia do?*

A. *She took the box off the table.*

D. *Walter, pour water into the cup.*

Q. *What did Walter do?*

A. *He poured water into the cup.*

D. *Winifred, drink water out of the cup.*

Q. *What did Winifred do?*

A. *She drank water out of the cup.*

D. *Jenas, pour water into the vase.*

Q. *What did Jenas do?*

A. *He poured water into the vase.*

D. *Xenia, put the flowers in the vase.*

Q. *What did Xenia do?*

A. *She put the flowers in the vase.*

D. *Yorick, put the key in the lock.*

Q. *What did Yorick do?*

A. *He put the key in the lock.*

D. *Elizabeth, take the key out of the lock.*

Q. *What did Elizabeth do?*

A. *She took the key out of the lock.*

D. *Alfred, put the cup in the box.*

Q. *What did Alfred do?*

A. *He put the cup in the box.*

D. *Bertha, take the cup out of the box.*

Q. *What did Bertha do?*

A. *She took the cup out of the box.*

D. *Charles, cut the stick with the saw.*

Q. *What did Charles do?*

A. *He cut the stick with the saw.*

D. *Dora, cut the stick with the knife.*

Q. *What did Dora do?*

A. *She cut the stick with the knife.*

D. *Edward, cut the board with the saw.*

Q. *What did Edward do?*

A. *He cut the board with the saw.*

D. *Fanny, brush the desk with the quill.*

Q. *What did Fanny do?*

A. *She brushed the desk with a quill.*

D. *George, hew the log with the adze.*

Q. *What did George do?*

A. *He hewed the log with the adze.*

D. *Harriet, sweep the floor with the broom.*

Q. *What did Harriet do?*

A. *She swept the floor with the broom.*

EXERCISE II.

D. *Isaac, open the door.*

Q. *What did Isaac do?*

A. *He opened the door.*

Q. *Who opened the door?* A. *Isaac.*

Q. *What did Isaac open?*

A. *The door.*

D. *Jane, shut the door.*

Q. *What did Jane do?*

A. *She shut the door.*

Q. *Who shut the door?* A. *Jane.*

Q. *What did Jane shut?* A. *The door.*

D. *Lewis, open the box.*

Q. *What did Lewis do?*

A. *He opened the box.*

Q. *Who opened the box?* A. *Lewis.*

Q. *What did Lewis open?* A. *The box.*

D. *Mary, shut the box.*

Q. *What did Mary do?*

A. *She shut the box.*

Q. *Who shut the box?* A. *Mary.*

Q. *What did Mary shut?* A. *The box.*

D. *Kenneth, open the window.*

Q. *What did Kenneth do?*

A. *He opened the window.*

Q. *Who opened the window?*

A. *Kenneth.*

Q. *What did Kenneth open?*

A. *The window.*

D. *Nancy, shut the window.*

Q. *What did Nancy do?*

A. *She shut the window.*

Q. *Who shut the window?* A. *Nancy.*

Q. *What did Nancy shut?*

A. *The window.*

D. *Oliver, open the knife.*

Q. *What did Oliver do?*

A. *He opened the knife.*

Q. *Who opened the knife?* A. *Oliver.*

Q. *What did Oliver open?*

A. *The knife.*

D. *Thebe, shut the knife.*

Q. *What did Thebe do?*

A. *She shut the knife.*

Q. *Who shut the knife?* A. *Thebe.*

Q. *What did Thebe shut?* A. *The knife.*

D. *Robert, open the watch.*

Q. *What did Robert do?*

A. *He opened the watch.*

Q. *Who opened the watch?*

A. *Robert.*

Q. *What did Robert open?*

A. *The watch.*

D. *Sarah, shut the watch.*

Q. *What did Sarah do?*

A. *She shut the watch.*

Q. *Who shut the watch?* A. *Sarah.*

Q. *What did Sarah shut?*

A. *The watch.*

EXERCISE III.

Let the teacher repeat the directions in Exercise I., and ask after each such questions as the second and third in Exercise II.

For example:

Direction.

Kenneth, lock the door.

Question.

Who locked the door?

Answer.

Kenneth.

Question.

What did Kenneth lock?

Answer.

The door.

EXERCISE IV.

Let the teacher himself perform all the actions required in Exercise I. and II., and ask after each, What did I do? teaching the pupils to write the following sentences;

You locked the door.
You unlocked the door.
You locked the box.
You unlocked the box.
You corked the jug.
You uncorked the jug.
You put on the hat.
You took off the hat.
You put the box on the table.
You took the box off the table.
You poured water into the cup.
You drank water out of the cup.
You poured water into the vase.
You put the flower in the vase.
You put the key in the lock.
You took the key out of the lock.

You put the cup in the box.
You took the cup out of the box.
You cut the stick with the saw.
You cut the stick with the knife.
You cut the board with the saw.
You brushed the desk with the quill.
You hewed the log with the adze.
You swept the floor with the broom.
You opened the door.
You shut the door.
You opened the box.
You shut the box.
You opened the window.
You shut the window.
You opened the knife.
You shut the knife.
You opened the watch.
You shut the watch.

SECTION IV.

Numerals used as adjectives and as pronouns. Regular plurals.

EXERCISE I.

Let the pupils form in single file, and each perform the first of the following directions. Then let the teacher ask the question, *What did you do?* and teach each pupil to write, *I put a crayon in the cup.* Let the same process be repeated with the succeeding directions. The crayons should be common chalk crayons.

D. *Put a crayon in the cup.*

Q. *What did you do?*

A. *I put a crayon in the cup.*

D. *Put two crayons in the cup.*

Q. *What did you do?*

A. *I put two crayons in the cup.*

D. *Put three crayons in the cup.*

Q. *What did you do?*

A. *I put three crayons in the cup.*

D. *Put four crayons in the cup.*

Q. *What did you do?*

A. *I put four crayons in the cup.*

D. *Put five crayons in the cup.*

Q. *What did you do?*

A. *I put five crayons in the cup.*

D. *Put six crayons in the cup.*

Q. *What did you do?*

A. *I put six crayons in the cup.*

D. *Put seven crayons in the cup.*

Q. *What did you do?*

A. *I put seven crayons in the cup.*

D. *Put eight crayons in the cup.*

Q. *What did you do?*

A. *I put eight crayons in the cup.*

D. *Put nine crayons in the cup.*

Q. *What did you do?*

A. *I put nine crayons in the cup.*

D. *Put ten crayons in the cup.*

Q. *What did you do?*

A. *I put ten crayons in the cup.*

EXERCISE II.

D. *Albert, put a crayon in the cup.*

Q. *How many crayons did Albert put in the cup?* A. *One (1).*

D. *Bertha, put in two crayons.*

Q. *How many crayons did Bertha put in the cup?* A. *Two (2).*

D. *Charles, put in three crayons.*

Q. *How many crayons did Charles put in the cup?* A. *Three (3).*

D. *Dora, put in four crayons.*

Q. *How many crayons did Dora put in the cup?* A. *Four (4).*

D. *Edward, put in five crayons.*

Q. *How many crayons did Edward put in the cup?* A. *Five (5).*

D. *Fanny, put in six crayons.*

Q. *How many crayons did Fanny put in the cup?* A. *Six (6).*

D. *George, put in seven crayons.*

Q. *How many crayons did George put in the cup?* A. *Seven (7).*

D. *Harriet, put in eight crayons.*

Q. *How many crayons did Harriet put in the cup?* A. *Eight (8).*

D. *Isaac, put in nine crayons.*

Q. *How many crayons did Isaac put in the cup?* A. *Nine (9).*

D. *Jane, put ten crayons in the cup.*

Q. *How many crayons did Jane put in the cup?* A. *Ten (10).*

EXERCISE III.

Let the pupil be taught to count in figures and words from one to one hundred and one, by writing as follows :

1. one.
2. two.
3. three.
4. four.
5. five.
6. six.
7. seven.
8. eight.
9. nine.
10. ten.
11. eleven.
12. twelve.
13. thirteen.
14. fourteen.
15. fifteen.
16. sixteen.
17. seventeen.
18 eighteen.
19. nineteen.
20. twenty.
21. twenty=one.
22. twenty=two.
23. twenty=three.
24. twenty=four.
25. twenty=five.
26. twenty=six.
27. twenty=seven.
28. twenty=eight.
29. twenty=nine.
30. thirty.

31. thirty=one.
32. thirty=two.
33. thirty=three.
34. thirty=four.
35. thirty=five.
36. thirty=six.
37. thirty=seven.
38. thirty=eight.
39. thirty=nine.
40. forty.
41. forty=one.
42. forty=two.
43. forty=three.
44. forty=four.
45. forty=five.
46. forty=six.
47. forty=seven.
48. forty=eight.
49. forty=nine.
50. fifty.
51. fifty=one.
52. fifty=two.
53. fifty=three.
54. fifty=four.
55. fifty=five.
56. fifty=six.
57. fifty=seven.
58. fifty=eight.
59. fifty=nine.
60. sixty.
61. sixty=one.
62. sixty=two.
63. sixty=three.
64. sixty=four.
65. sixty=five.
66. sixty=six.

67. sixty=seven.
68. sixty=eight.
69. sixty=nine.
70. seventy.
71. seventy=one.
72. seventy=two.
73. seventy=three.
74. seventy=four.
75. seventy=five.
76. seventy=six.
77. seventy=seven.
78. seventy=eight.
79. seventy=nine.
80. eighty.
81. eighty=one.
82. eighty=two.
83. eighty=three.
84. eighty=four.
85. eighty=five.
86. eighty=six.
87. eighty=seven.
88. eighty=eight.
89. eighty=nine.
90. ninety.
91. ninety=one.
92. ninety=two.
93. ninety=three.
94. ninety=four.
95. ninety=five.
96. ninety=six.
97. ninety=seven.
98. ninety=eight.
99. ninety=nine.
100. one=hundred.
101. one=hundred and one.

NOTE.—It would be well to have the pupil count, in the above manner an additional hundred, as a daily exercise; one day, for example, from 101 to 200; the next day, from 200 to 300, and so on. In this way he

would count 10,000 in 100 days, and so, without consuming much time, become more familiar with the significance of numbers than would be possible by any other process.

EXERCISE IV.

D. *Lewis, put eleven nuts on the table.*

Q. *What did Lewis do?*

A. *He put eleven nuts on the table.*

Q. *How many nuts did Lewis put on the table.* A. *Eleven (11).*

D. *Mary, put on twelve nuts.*

Q. *What did Mary do?*

A. *She put twelve nuts on the table.*

Q. *How many nuts did Mary put on the table?* A. *Twelve (12).*

D. *Kenneth, put on thirteen nuts.*

Q. *What did Kenneth do?*

A. *He put thirteen nuts on the table.*

Q. *How many nuts did Kenneth put on the table?* A. *Thirteen (13).*

D. Nancy, put on fourteen nuts.

Q. What did Nancy do?

A. She put fourteen nuts on the table.

Q. How many nuts did Nancy put on the table? A. Fourteen (14).

D. Oliver, put fifteen books on the table.

Q. What did Oliver do?

A. He put fifteen books on the table.

Q. How many books did Oliver put on the table? A. Fifteen (15).

D. Phebe, put sixteen books under the table.

Q. What did Phebe do?

A. She put sixteen books under the table.

Q. How many books did Phebe put under the table? A. Sixteen (16).

Q. *What did Phebe put under the table?* A. *Sixteen books.*

Q. *Who put sixteen books under the table?* A. *Phebe.*

Q. *Where did Phebe put sixteen books?*

A. *Under the table.*

D. *Robert, put seventeen books in the closet.*

Q. *What did Robert do?*

A. *He put seventeen books in the closet.*

Q. *How many books did Robert put in the closet?*

A. *Seventeen (17).*

Q. *What did Robert put in the closet?*

A. *Seventeen books.*

Q. *Who put seventeen books in the closet?* A. *Robert.*

Q. *Where did Robert put seventeen books?* A. *In the closet.*

D. *Sarah, put eighteen books on the floor.*

Q. *What did Sarah do?*

A. *She put eighteen books on the floor.*

Q. *How many books did Sarah put on the floor?* A. *Eighteen (18).*

Q. *What did Sarah put on the floor?*

A. *Eighteen books.*

Q. *Who put eighteen books on the floor?* A. *Sarah.*

Q. *Where did Sarah put eighteen books?* A. *On the floor.*

D. *Thomas, put nineteen pencils in the box.*

Q. *What did Thomas do?*

A. *He put nineteen pencils in the box.*

Q. *How many pencils did Thomas put in the box?* A. *Nineteen (19).*

Q. *What did Thomas put in the box?*

A. *Nineteen pencils.*

Q. *Who put nineteen pencils in the box?* A. *Thomas.*

Q. *Where did Thomas put nineteen pencils?* A. *In the box.*

D. *Violet, put twenty apples in the basket.*

Q. *What did Violet do?*

A. *She put twenty apples in the basket.*

Q. How many apples did Violet put in the basket? A. Twenty (20).

Q. What did Violet put in the basket? A. Twenty apples.

Q. Who put twenty apples in the basket? A. Violet.

Q. Where did Violet put twenty apples? A. In the basket.

EXERCISE V.

Let the teacher repeat the forms of questions given in the last exercise in connection with the following directions:

Put twenty-one crayons in the basket.

Put thirty-two crayons in the cup.

Put forty-three crayons on the floor.

Put fifty-four crayons under the mat.

Put sixty-five crayons on the mat.

Put seventy-six crayons in the hall.

Put eighty-seven crayons in drawer.

Put ninety-eight crayons in the cup.
Put one hundred and nine crayons on the table.

SECTION V.

The definite and indefinite articles contrasted. Plurals continued.

In preparing for the following exercises, it is important that several objects of the same kind should be collected, in order that the pupil may see the distinction between *a* or *an*, as indicating one of several, and *the*, as designating something just mentioned, or the only thing of the kind present.

EXERCISE

Let the teacher write the directions on the black-board in the manner exhibited below. Then let him point to the words, *Give me an apple*, and after one of the pupils has performed the action, ask the question, *What did —— do?* teaching his pupils to answer, *He gave you an apple*, or, *She gave you an apple.*

This process should be repeated with each of the succeeding names of objects. It will be easy, in this connection, to direct the attention of the pupils to the fact that words commencing with the vowels, *a*, *e*, *i*, *o*, *u*, have the article *an* before them, while those commencing with the other letters, have simply *a*.

Give me an { *apple,*
egg,
inkstand,
orange,
umbrella,

Give me a { *book,*
cup,
doll,
fan,
glove,
hat,
jug,
knife,
lead=pencil.
mat,
nut,
pen,
quill,
ribbon,
saw,
thimble,
vase,
wedge,
yard=stick.

EXERCISE II.

D. *Albert, take an apple out of the dish.*

Q. *What did Albert do?*

A. *He took an apple out of the dish.*

D. *Put the apple on the table.*

Q. *What did Albert do?*

A. *He put the apple on the table.*

D. *Bertha, put the apple back into* the dish.*

Q. *What did Bertha do?*

A. *She put the apple back into the dish.*

D. *Charles, take three apples out of the dish.*

Q. *What did Charles do?*

A. *He took three apples out of the dish.*

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* When the verb *put* is equivalent to *place* or *insert*, the preposition *in* may very properly be used; but when it is modified by an adverb which gives prominence to the idea of *motion*, the preposition *into* should be substituted.

D. Put the apples on the table.

Q. What did Charles do?

A. He put the apples on the table.

D. Dora, put the apples back into the dish

Q. What did Dora do?

A. She put the apples back into the dish.

D. Edward, take a book off the table.

Q. What did Edward do?

A. He took a book off the table.

D. Put the book on the floor.

Q. What did Edward do?

A. He put the book on the floor.

D. Fanny, take an egg out of the basket.

Q. What did Fanny do?

A. She took an egg out of the basket.

D. *Put the egg back into the basket.*

Q. *What did Fanny do?*

A. *She put the egg back into the basket.*

D. *George, take five eggs out of the basket.*

Q. *What did George do?*

A. *He took five eggs out of the basket.*

D. *Put the eggs in the dish.*

Q. *What did George do?*

A. *He put the eggs in the dish.*

D. *Harriet, take a cup off the table.*

Q. *What did Harriet do?*

A. *She took a cup off the table.*

D. *Put the cup in the closet.*

Q. *What did Harriet do?*

A. *She put the cup in the closet.*

D. *Isaac, take eight cups off the table.*

Q. *What did Isaac do?*

A. *He took eight cups off the table.*

D. *Put the cups in the closet.*

Q. *What did Isaac do?*

A. *He put the cups in the closet.*

D. *Jane, take an inkstand off the table.*

Q. *What did Jane do?*

A. *She took an inkstand off the table.*

D. *Put the inkstand back on the table.*

Q. *What did Jane do?*

A. *She put the inkstand back on the table.*

D. *Lewis, take two inkstands off the table.*

Q. *What did Lewis do?*

A. *He took two inkstands off the table.*

D. Put the inkstands in the drawer.

Q. What did Lewis do?

A. He put the inkstands in the drawer.

D. Mary, take a doll out of the box.

Q. What did Mary do?

A. She took a doll out of the box.

D. Put the doll back into the box.

Q. What did Mary do?

A. She put the doll back into the box.

D. Kenneth, take three dolls out of the box.

Q. What did Kenneth do?

A. He took three dolls out of the box.

D. Give me the dolls.

Q. What did Kenneth do?

A. He gave you the dolls.

D. Nancy, take an orange out of the bag.

Q. What did Nancy do?

A. She took an orange out of the bag.

D. Put the orange back into the bag.

Q. What did Nancy do?

A. She put the orange back into the bag.

D. Oliver, take seven oranges out of the bag.

Q. What did Oliver do?

A. He took seven oranges out of the bag.

D. Give me the oranges.

Q. What did Oliver do?

A. He gave you the oranges.

D. Thebe, take a fan out of the drawer.

Q. What did Thebe do?

A. She took a fan out of the drawer.

D. *Put the fan back into the drawer.*

Q. *What did Thebe do?*

A. *She put the fan back into the drawer.*

D. *Robert, take six fans out of the drawer.*

Q. *What did Robert do?*

A. *He took six fans out of the drawer.*

D. *Give me the fans.*

Q. *What did Robert do?*

A. *He gave you the fans.*

D. *Sarah, take an umbrella out of the closet.*

Q. *What did Sarah do?*

A. *She took an umbrella out of the closet.*

D. *Open the umbrella.*

Q. *What did Sarah do?*

A. *She opened the umbrella.*

D. *Thomas, take four umbrellas out of the closet.*

Q. *What did Thomas do?*

A. *He took four umbrellas out of the closet.*

D. *Give me the umbrellas.*

Q. *What did Thomas do?*

A. *He gave you the umbrellas.*

EXERCISE III.

Let the teacher perform the actions directed in Exercises I. and II., and let the pupil, in reply to the question, *What did I do?* write such answers as the following: *You gave Albert an apple. You took an apple out of the dish.*

EXERCISE IV.

Let the actions required by the following directions be performed by both pupil and teacher, and the pupil be required to answer the questions, *What did you do? What did —— do?*

What did I do? Let the teacher also call attention to the fact that nouns ending in *s*, *z*, *x*, *ch*, *sh*, and *o*, form their plural by adding *es;* those ending in *y*, by dropping the *y* and adding *ies*, and those ending in *f*, by dropping the *f*, and adding *ves.* This can easily be done with deaf-mutes, by adding *s* to the singular, shaking the head, rubbing out the *s*, and adding the proper termination. It would be well if objects of the same kind should vary in shape and size ; that the boxes, for instance, should be severally deep and shallow, square and round ; the brushes, those employed for different uses, such as a tooth-brush, a hair-brush, a hat-brush, a scrubbing-brush, a dusting-brush, etc., etc.

Directions.

Give Albert a cross.

Give Bertha two crosses.

Give Charles an adz.

Give Dora two adzes.

Give Edward a box.

Give Fanny five boxes.

Give George a watch.

Give Harriet two watches.

Give Isaac a brush.

Give Jane six brushes.

Give Kenneth a potato.

Give Lewis two potatoes.

Give Mary a fly.
Give Nancy two flies.
Give Oliver a tidy.
Give Phebe two tidies.
Give Robert a berry.
Give Sarah ten berries.

Give Thomas a knife.
Give Ulysses two knives.
Give Violet a leaf.
Give Winifred eight leaves.
Touch a shelf.
Touch three shelves.

Shake hands with a man.
Shake hands with two men.
Bow to a woman.
Bow to two women.

Lead a child to me.

Lead three children to me.

Show me an ox in the picture.*

Show me two oxen in the picture.

Show me a goose in the picture.

Show me five geese in the picture.

Touch a foot.

Touch two feet.

Touch a tooth.

Touch three teeth.

Show me a mouse in the picture.

Show me three mice in the picture.

Show me a sheep in the picture.

Show me three sheep in the picture.

Show me a deer in the picture.

Show me four deer in the picture.

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* Let the teacher either draw a picture exhibiting, for his pupils, the objects named, or else provide himself with one which will answer the purpose.

SECTION VI.

Adjectives of color. The conjunction *and*.

EXERCISE I.

Let the teacher provide himself with books, ribbons, and boxes of the colors mentioned below, being careful not to have more than one book, one box, or one ribbon of the same color before the pupils at the same time, and endeavoring, as far as possible, to have the books all of the same size, the ribbons of the same length and width, and the boxes of the same shape and size. Then let him propound all of the following directions to each pupil in the class, and teach him to perform them.

Touch the black book.

Touch the black ribbon.

Touch the black box.

Touch the white book.

Touch the white ribbon.

Touch the white box.

Touch the red book.

Touch the red ribbon.

Touch the red box.

Touch the pink book.
Touch the pink ribbon.
Touch the pink box.
Touch the yellow book.
Touch the yellow ribbon.
Touch the yellow box.
Touch the green book.
Touch the green ribbon.
Touch the green box.
Touch the blue book.
Touch the blue ribbon.
Touch the blue box.
Touch the purple book.
Touch the purple ribbon.
Touch the purple box.
Touch the brown book.
Touch the brown ribbon.
Touch the brown box.

EXERCISE II.

Let the teacher perform the actions required by the preceding directions, and after each performance ask questions which will give rise to a drill like the following:

Q. *What did I do?*

A. *You touched the black book.*

Q. *What did I touch?*

A. *The black book.*

Q. *Which book did I touch?*

A. *The black one.*

Q. *What did I do?*

A. *You touched the black ribbon.*

Q. *What did I touch?*

A. *The black ribbon.*

Q. *Which ribbon did I touch?*

A. *The black one.*

Q. *What did I do?*

A. *You touched the black box.*

Q. *What did I touch?*

A. *The black box.*

Q. *Which box did I touch?*

A. *The black one.*

Q. *What did I do?*

A. *You touched the white book.*

Q. *What did I touch?*

A. *The white book.*

Q. *Which book did I touch?*

A. *The white one.*

Q. *What did I do?*

A. *You touched the white ribbon.*

Q. *What did I touch?*

A. *The white ribbon.*

Q. *Which ribbon did I touch?*

A. *The white one.*

Q. *What did I do?*

A. *You touched the white box.*

Q. *What did I touch?*

A. *The white box.*

Q. *Which box did I touch?*

A. *The white one.*

EXERCISE III.

Let the teacher provide himself with ten blue books, ten red books, and ten green books, without being particular as to their respective sizes. Then let him require each pupil in the class to perform all the actions required by the following directions.

Give me a blue book.

Give me two red books.

Give me three green books.

Give me four blue books.

Give me five red books.

Give me six green books.

Give me seven blue books.

Give me eight red books.

Give me nine green books.

Give me ten blue books.

EXERCISE IV.

D. *Albert, give me a red book and a blue one.*

Q. *What did Albert do?*

A. *He gave you a red book and a blue one.*

Q. *How many red books did Albert give me?* A. *One.*

Q. *How many green books did he give me?* A. *One.*

Q. *How many books did he give me?* A. *Two.*

D. *Bertha, give me two blue books and a green one.*

Q. *What did Bertha do?*

A. *She gave you two blue books and a green one.*

Q. *How many blue books did she give me?* A. *Two.*

Q. *How many green books did she give me?* A. *One*

Q. *How many books did she give me?* A. *Three.*

D. *Charles, give me three red books and a green one.*

Q. *What did Charles do?*

A. *He gave you three red books and a green one.*

Q. *How many red books did he give me?* A. *Three.*

Q. *How many green books did he give me?* A. *One.*

Q. How many books did he give me? A. Four.

D. Dora, give me two blue books and two red ones.

Q. What did Dora do?

A. She gave you two blue books and two red ones.

Q. How many blue books did she give me? A. Two.

Q. How many red books did she give me? A. Two.

Q. How many books did she give me? A. Four.

Let the teacher treat the following directions in a similar manner:

Edward, give me four blue books and a green one.

Fanny, give me three red books and two green ones.

George, give me five blue books and a red one.

Harriet, give me four blue books and two green ones.

Isaac, give me three red books and three green ones.

Jane, give me six blue books and a red one.

Kenneth, give me five blue books and two green ones.

Lewis, give me four red books and three green ones.

Mary, give me seven blue books and a red one.

Nancy, give me six blue books and two green ones.

Oliver, give me five red books and three green ones.

Thebe, give me four blue books and four red ones.

Robert, give me eight blue books and a green one.

Sarah, give me seven red books and two green ones.

Thomas, give me six blue books and three red ones.

Ulysses, give me five blue books and four green ones.

Violet, give me nine red books and a green one.

Winifred, give me eight blue books and two red ones.

Xenia, give me seven blue books and three green ones.

Yorick, give me six red books and four green ones.

Zenas, give me five blue books and five red ones.

Albert, give me ten blue books and a green one.

Bertha, give me nine red books and two green ones.

Charles, give me eight blue books and three red ones.

Dora, give me seven blue books and four green ones.

Edward, give me six red books and five green ones.

Fanny, give me ten blue books and two red ones.

George, give me nine blue books and three green ones.

Harriet, give me eight red books and four green ones.

Isaac, give me seven blue books and five red ones.

Jane, give me six blue books and six green ones.

Kenneth, give me ten red books and three green ones.

Lewis, give me nine blue books and four red ones.

Mary, give me eight blue books and five green ones.

Nancy, give me seven red books and six green ones.

Oliver, give me ten blue books and four red ones.

Phebe, give me nine blue books and five green ones.

Quintin, give me eight red books and six green ones.

Robert, give me seven blue books and seven red ones.

Sarah, give me ten blue books and five green ones.

Thomas, give me nine red books and six green ones.

Ulysses, give me eight blue books and seven red ones.

Violet, give me ten blue books and six green ones.

Winifred, give me nine red books and seven green ones.

Xenia, give me eight blue books and eight green ones.

Yorick, give me ten blue books and seven green ones.

Jenas, give me nine red books and eight green ones.

Albert, give me ten blue books and eight red ones.

Bertha, give me nine blue books and nine green ones.

Charles, give me ten red books and nine green ones.

Dora, give me ten blue books and ten red ones.

EXERCISE V.

D. *Edward, give me a blue book, a red book, and a green book.*

Q. *What did Edward do?*

A. *He gave you a blue book, a red book, and a green book.*

Q. How many blue books did he give me? A. One.

Q. How many red books did he give me? A. One.

Q. How many green books did he give me? A. One.

Q. How many books did he give me? A. Three.

D. Fanny, give me ten blue books, nine red books, and one green book.

Q. What did Fanny do?

A. She gave you ten blue books, nine red books, and one green book.

Q. How many blue books did she give me? A. Ten.

Q. How many red books did she give me? A. Nine.

Q. How many green books did she give me? A. One.

Q. How many books did she give me? A. Twenty.

Let the teacher treat the following directions in the same manner:

George, give me ten blue books, eight red books, and two green books.

Harriet, give me ten blue books, seven red books, and three green books.

Isaac, give me ten blue books, six red books, and four green books.

Jane, give me ten blue books, five red books, and five green books.

Kenneth, give me ten blue books, ten red books, and one green book.

Lewis, give me ten blue books, nine red books, and two green books.

Mary, give me ten blue books, eight red books, and three green books.

Nancy, give me ten blue books, seven red books, and four green books.

Oliver, give me ten blue books, six red books, and five green books.

Phebe, give me ten blue books, ten red books, and two green books.

Quintin, give me ten blue books, nine red books, and three green books.

Robert, give me ten blue books, eight red books, and four green books.

Sarah, give me ten blue books, seven red books, and five green books.

Thomas, give me ten blue books, six red books, and six green books.

Ulysses, give me ten blue books, ten red books, and three green books.

Violet, give me ten blue books, nine red books, and four green books.

Winifred, give me ten blue books, eight red books, and five green books.

Xenia, give me ten blue books, seven red books, and six green books.

Yorick, give me ten blue books, ten red books, and four green books.

Zenas, give me ten blue books, nine red books, and five green books.

Albert, give me ten blue books, eight red books, and six green books.

Bertha, give me ten blue books, seven red books, and seven green books.

Charles, give me ten blue books, ten red books, and five green books.

Dora, give me ten blue books, nine red books, and six green books.

Edward, give me ten blue books, eight red books, and seven green books.

Fanny, give me ten blue books, ten red books, and six green books.

George, give me ten blue books, nine red books, and seven green books.

Harriet, give me ten blue books, eight red books, and eight green books.

Isaac, give me ten blue books, ten red books, and seven green books.

Jane, give me ten blue books, nine red books, and eight green books.

Kenneth, give me ten blue books, ten red books, and eight green books.

Lewis, give me ten blue books, nine red books, and nine green books.

Mary, give me ten blue books, ten red books, and nine green books.

Nancy, give me ten blue books, ten red books, and ten green books.

SECTION VII.

Adjectives of form, size, etc., exhibited in contrast to each other.

Let the instructor have before his pupils, at a given time, two objects and two only, of such form, dimensions, and other properties, that while they shall closely resemble each other in most particulars, they shall strikingly differ in the qualities expressed by the adjectives, the meaning of which it is designed to teach.

EXERCISE I.

D. *Albert, touch the long stick.*

Q. *What did Albert do?*

A. *He touched the long stick.*

Q. *Did he touch the long stick?*

A. *Yes sir (or madam), he did.*

Q. *What did he touch?*

A. *The long stick.*

Q. *Which stick did he touch?*

A. *The long one.*

D. *Bertha, touch the short stick.*

Q. *What did Bertha do?*

A. *She touched the short stick.*

Q. *Did she touch the long stick?*

A. *No sir (or madam), she did not.*

Q. *Did she touch the short stick?*

A. *Yes sir, she did.*

Q. *What did she touch?*

A. *The short stick.*

Q. *Which stick did she touch?*

A. *The short one.*

Q. *What did Albert and Bertha do?*

A. *Albert touched the long stick, and Bertha, the short one.*

D. *Charles, touch the long ribbon.*

Q. *What did Charles do?*

A. *He touched the long ribbon.*

Q. *Did he touch the long ribbon?*

A. *Yes sir, he did.*

Q. *What did he touch?*

A. *The long ribbon.*

Q. *Which ribbon did he touch?*

A. *The long one.*

D. *Dora, touch the short ribbon.*

Q. *What did Dora do?*

A. *She touched the short ribbon.*

Q. *Did she touch the long ribbon?*

A. *No sir, she did not.*

Q. *Did she touch the short ribbon?*

A. *Yes sir, she did.*

Q. *What did she touch?*

A. *The short ribbon.*

Q. *Which ribbon did she touch?*

A. *The short one.*

Q. *What did Charles and Dora do?*

A. *Charles touched the long ribbon, and Dora, the short one.*

D. *Edward, give me the long string.*

Q. *What did Edward do?*

A. *He gave you the long string.*

Q. *Did he give me the long string?*

A. *Yes sir.*

Q. *What did he give me?*

A. *The long string.*

Q. *Which string did he give me?*

A. *The long one.*

D. *Fanny, give me the short string.*

Q. *What did Fanny do?*

A. *She gave you the short string.*

Q. *Did she give me the long string?*

A. *No sir.*

Q. *Did she give me the short string?*

A. *Yes sir.*

Q. *What did she give me?*

A. *The short string.*

Q. *Which string did she give me?*

A. *The short one.*

Q. *Who gave me the long string?*

A. *Edward.*

Q. *Who gave me the short string?*

A. *Fanny.*

Q. *What did Edward and Fanny do?*

A. *Edward gave you the long string, and Fanny, the short one.*

D. *George, touch the straight stick.*

Q. *What did George do?*

A. *He touched the straight stick.*

Q. *Did he touch the straight stick?*

A. *Yes sir.*

Q. *What did he touch?*

A. *The straight stick.*

Q. *Which stick did he touch?*

A. *The straight one.*

D. *Harriet, touch the crooked stick.*

Q. *What did Harriet do?*

A. *She touched the crooked stick.*

Q. *Did she touch the straight stick?*

A. *No sir, she did not.*

Q. *Did she touch the crooked stick?*

A. *Yes sir, she did.*

Q. *What did she touch?*

A. *The crooked stick.*

Q. *Which stick did she touch?*

A. *The crooked one.*

Q. *Who touched the straight stick?*

A. *George.*

Q. *Who touched the crooked stick?*

A. *Harriet.*

Q. *What did George and Harriet do?*

A. *George touched the straight stick, and Harriet, the crooked one.*

D. *Isaac, touch the straight line.*

Q. *What did Isaac do?*

A. *He touched the straight line.*

Q. *Did he touch the straight line?*

A. *Yes sir, he did.*

Q. *What did he touch?*

A. *The straight line.*

Q. *Which line did he touch?*

A. *The straight one.*

D. *Jane, rub out the crooked line.*

Q. *What did Jane do?*

A. *She rubbed out the crooked line.*

Q. *Did she rub out the straight line?*

A. *No sir, she did not.*

Q. *Did she rub out the crooked line?*

A. *Yes sir, she did.*

Q. *What did she rub out?*

A. *The crooked line.*

Q. *Which line did she rub out?*

A. *The crooked one.*

Q. *Who touched the straight line?*

A. *Isaac.*

Q. *Who rubbed out the crooked line?*

A. *Jane.*

Q. *What did Isaac and Jane do?*

A. *Isaac touched the straight line, and Jane rubbed out the crooked one.*

EXERCISE II.

At this point, to prevent mistakes in the formation of the past tense, let the pupil be exercised in the following: and also be required to copy the same from the book.

Question.

What did you do.

Directions.		*Answers.*
Touch the door.	"	I touched the door.
Jump over the mat.	"	I jumped over the mat.
Saw the board.	"	I sawed the board.
Open the book.	"	I opened the book.
Cork the jug.	"	I corked the jug.
Wipe the slate.	"	I wiped the slate.
Squeeze the sponge.	"	I squeezed the sponge.
Taste of the sugar.	"	I tasted of the sugar.
Lift the box.	"	I lifted the box.

Give me a book.	I gave you a book.
Put the book on the table.	I put the book on the table.
Sit on the chair.	I sat on the chair.
Stand on the stool.	I stood on the stool.
Throw a ball to me.	I threw a ball to you.
Hang the coat on the nail.	I hung the coat on the nail.
Drive a nail into the board.	I drove a nail into the board.
Feel of the cloth.	I felt of the cloth.

EXERCISE III.

Ask questions of the same form as those given in the first exercise, in connection with the following

Directions.

Kenneth, touch the wide ribbon.
Lewis, touch the narrow ribbon.
Mary, give me the wide shoes.
Nancy, give me the narrow shoes.
Oliver, put on the wide gloves.
Phebe, put on the narrow gloves.
Quintin, sit down on the wide bench.
Robert, jump over the narrow bench.
Sarah, put a brown book on the wide shelf.
Thomas, put a purple book on the narrow shelf.

Ulysses, sit on the high chair.
Violet, sit on the low chair.

Winifred, stand on the high stool.
Xenia, stand on the low stool.
Yorick, stand at the high desk.
Zenas, sit at the low desk.
Albert, put a green book on the high shelf.
Bertha, put a cup on the low shelf.

Charles, saw the thick board.
Dora, saw the thin board.
Edward, open the thick book.
Fanny, open the thin book.
George, put on the thick shoes.
Harriet, put on the thin shoes.
Isaac, give me the thick coat.
Jane, give me the thin coat.

Kenneth, throw the large ball to Zenas.

Lewis, throw the small ball to Xenia.

Mary, give me the large plate.

Nancy, give me the small plate.

Oliver, give me the little* plate.

Phebe, put on the large gloves.

Quintin, put on the small gloves.

Robert, give me the little gloves.

Sarah, cork the large jug.

Thomas, cork the small jug.

Ulysses, cork the little jug.

Violet, put the pink book on the round table.

Winifred, put the black ribbon on the square table.

---

* To give the idea of the diminutive *little*, have a third object of less size than is commonly seen.

Xenia, put the small ball in the round box.

Yorich, put the large ball in the square box.

Zenas, stand on the round mat.

Albert, stand on the square mat.

Bertha, put the square tidy on the high chair.

Charles, put the round tidy on the low chair.

Dora, put the square inkstand on the round table.

Edward, put the round inkstand on the square table.

Fanny, hang the old coat on the high chair.

George, hang the new coat on the low chair.

Harriet, put the old book under the round table.

Isaac, put the new book on the narrow shelf.

Jane, put the new shoes on the new mat.

Kenneth, put the old shoes on the old mat.

Lewis, put the new whip on the old sled.

Mary, put the old whip on the new sled.

Nancy, put the dirty towel on the floor.

Oliver, hang the clean towel on the nail.

Phebe, put the clean shoes on the new mat.

Quentin, put the dirty shoes on the old mat.

Robert, put the dirty box in the closet

Sarah, put the clean box on the table.

Thomas, put the crooked stick on the dirty apron.

Ulysses, put the straight stick on the clean apron.

Violet, wipe the slate with the wet towel.

Winifred, wipe the slate with the dry towel.

Xenia, squeeze the water out of the wet sponge.

Yorick, give me the dry sponge.

Genas, put the wet sponge in the dry pail.

Here let the pupil take the book, copy each direction, and ask himself and answer in writing all the questions put to him concerning it by the teacher.

EXERCISE IV.

In carrying out the directions which follow, let the teacher ask the direct question, *What did you do?*

Give me the hard potato.
Give me the soft potato.
Give me the hard pillow.
Give me the soft pillow.
Throw the hard ball to me.
Throw the soft ball to me.
Drive a nail into the hard wood.
Drive a nail into the soft wood.
Brush the coat with the hard brush.
Brush the hat with the soft brush.

Touch the rough board.
Touch the smooth board.
Feel the rough stone.
Feel the smooth stone.

Feel of the coarse hair.
Feel of the fine hair.
Feel of the coarse cloth.
Feel of the fine cloth.
Feel of the coarse wool.
Feel of the fine wool.
Feel of the fine silk.
Feel of the coarse silk.

Lift the heavy box.
Lift the light box.
Lift the heavy bundle.
Lift the light bundle.

Give me the heavy ball.
Give me the light ball.

Taste of the sweet drink.
Taste of the sour drink.
Taste of the bitter drink.
Taste of the sweet apple.
Taste of the sour apple.
Taste of the bitter apple.
Taste of the sweet potato.
Taste of the white potato.
Taste of the bitter potato.
Taste of the sweet butter.
Taste of the bitter butter.

EXERCISE V.

In providing for illustrating the use of the indefinite article and of other numerals in this connection, it will be necessary for the teacher to procure additional objects of the same kind, to which the same adjectives may be applied. For instance, he must have two *wide* ribbons and two *narrow* ones, two *high* stools and three *low* ones, etc.

D. *Albert, give me a wide ribbon.*

Q. *What did Albert do?*

A. *He gave you a wide ribbon.*

Q. *Did he give me a narrow ribbon?*

A. *No sir, he did not.*

Q. *Did he give me a wide one?*

A. *Yes sir, he did.*

Q. *What did he give me?*

A. *A wide ribbon.*

Q. *What kind of a ribbon did he give me?* A. *A wide one.*

Q. *Who gave me the wide ribbon?*

A. *Albert.*

Q. *How many ribbons did he give me?* A. *One.*

D. *Bertha, give me a narrow ribbon.*

Q. *What did Bertha do?*

A. *She gave you a narrow ribbon.*

Q. *Did she give me a wide ribbon?*

A. *No sir, she did not.*

Q. *Did she give me a narrow one?*

A. *Yes sir, she did.*

Q. *What did she give me?*

A. *A narrow ribbon.*

Q. *What kind of a ribbon did she give me?*

A. *A narrow one.*

Q. *Who gave me the narrow ribbon?*

A. *Bertha.*

Q. *How many ribbons did she give me?* A. *One.*

Q. *What did Albert and Bertha do?*

A. *Albert gave you a wide ribbon, and Bertha gave you a narrow one.*

Q. How many ribbons did Albert and Bertha give me? A. Two.

D. Charles, give me two white ribbons.

Q. What did Charles do?

A. He gave you two white ribbons.

Q. Did he give me two narrow ribbons?

A. No sir, he did not.

Q. Did he give me two wide ones?

A. Yes sir, he did.

Q. What did he give me?

A. Two wide ribbons.

Q. What kind of ribbons did he give me? A. Wide ones.

Q. Who gave me the wide ribbons?

A. Charles.

Q. How many ribbons did he give me? A. Two.

D. *Dora, give me two narrow ribbons.*

Q. *What did Dora do?*

A. *She gave you two narrow ribbons.*

Q. *What kind of ribbons did she give me?* A. *Narrow ones.*

Q. *How many ribbons did she give me?* A. *Two.*

Q. *What did Charles and Dora do?*

A. *Charles gave you two wide ribbons, and Dora gave you two narrow ones.*

Q. *How many ribbons did Charles and Dora give me?* A. *Four.*

Proceed in the same manner with the following

Directions.

Edward, give me a high stool.

Fanny, give me a low stool.

George, give me two high stools.

Harriet, give me three low stools.
Isaac, give me a thick mat.
Jane, give me a thin mat.
Kenneth, give me two thick mats.
Lewis, give me two thin mats.
Mary, give me a large potato.
Nancy, give me a small potato.
Oliver, give me a little potato.
Phebe, give me three large potatoes.
Quintin, give me four little potatoes.
Robert, give me a round box.
Sarah, give me a square box.
Thomas, give me two round boxes.
Ulysses, give me three square boxes.
Violet, give me a hard brush.
Winifred, give me a soft brush.
Xenia, give me three hard brushes.
Yorick, give me two soft brushes.

Jenas, give me a long black ribbon.
Albert, give me two short black ribbons.

SECTION VIII.

Personal pronouns plural. Nominative case.

EXERCISE I.

PRONOUN OF THE FIRST PERSON, *WE.*

Let the pupils addressed perform simultaneously the acts required, and let them only, answer the questions asked.

D. *Albert, Bertha, Charles, Dora, Edward, and Fanny, touch the door.*

Q. *What did you do?*

A. *We touched the door.*

D. *George, Harriet, Isaac, Jane, Kenneth, Lewis, and Mary, touch the table.*

Q. *What did you do?*

A. *We touched the table.*

D. *Nancy, Oliver, Phebe, Quintin, Robert, and Sarah, lift the table.*

Q. *What did you do?*

A. *We lifted the table.*

D. *Thomas, Ulysses, Violet, and Winifred, carry the table across the room.*

Q. *What did you do?*

A. *We carried the table across the room.*

D. *Xenia, Yorick, and Zenas, go out into the hall.*

Q. *What did you do?*

A. *We went out into the hall.*

D. *All of you, touch the wall.*

Q. *What did you do?*

A. *We touched the wall.*

D. *All of you touch the floor.*

Q. *What did you do?*

A. *We touched the floor.*

EXERCISE II.

PRONOUN OF THE SECOND PERSON, *YOU*.

Let the teacher and one or more of the pupils, perform certain actions giving rise to the following questions and answers.

Q. *What did Albert, Bertha, Charles, Dora, and I do?*

A. *You walked around the room.*

Q. *What did Edward, Fanny, George Harriet, and I do?*

A. *You went out into the hall.*

Q. *What did Isaac, Jane, Kenneth, Lewis, Mary, and I do?*

A. *You threw the towels on the floor.*

Q. *What did Nancy, Oliver, Phebe, Quintin, and I do?*

A. *You put the books in the closet.*

Q. *What did Robert, Sarah, Thomas, Ulysses, and I do?*

A. *You hung the towels on the slates.*

Q. *What did Violet, Winifred, Xenia, Yorick, Zenas, and I do?*

A. *You put the pencils in the box.*

EXERCISE III.

PRONOUN OF THE THIRD PERSON, *THEY*.

D. *Albert and Charles, open a* window.*

---

* On the supposition that there are more windows than one in the room. Let Albert and Charles write, "We opened a window."

Q. *What did Albert and Charles do?*

A. *They opened a window.*

D. *Bertha and Dora, shut the window.*

Q. *What did Bertha and Dora do?*

A. *They shut the window.*

D. *Edward and Fanny, open the door.*

Q. *What did Edward and Fanny do?*

A. *They opened the door.*

D. *George, Harriet, and Isaac, shut the door.*

Q. *What did George, Harriet, and Isaac do?*

A. *They shut the door.*

D. *Jane, Kenneth, Lewis, and Mary, put twelve blue books* on the table.*

Q. *What did Jane, Kenneth, Lewis, and Mary do?*

A. *They put twelve blue books on the table.*

D. *Nancy, Oliver, Phebe, and Quintin, put eight black books on the chair.*

Q. *What did Nancy, Oliver, Phebe, and Quintin do?*

A. *They put eight black books on the chair.*

D. *Robert, Sarah, Thomas, and Ulysses, give me all the towels in the room.*

---

* That is, three each, or twelve in all.

Q. *What did Robert, Sarah, Thomas, and Ulysses do?*

A. *They gave you all the towels in the room.*

D. *Violet, Winifred, Xenia, Yorick, and Zenas. hang the towels on the slates.*

Q. *What did Violet, Winifred, Xenia, Yorick, and Zenas do?*

A. *They hung the towels on the slates.*

SECTION IX.

Personal pronouns of the objective case singular.

EXERCISE I.

PRONOUN OF THE FIRST PERSON, *ME.*

Let the individual pupils, in answering the question, write upon the teacher's slate, in a large hand, in view of all the pupils in the room, or spell the sentence with the manual alphabet.

D. *Albert, touch Bertha.*

Q. *Bertha, what did Albert do?*

A. *He touched me.*

D. *Bertha, shake hands with Albert.*

Q. *Albert, what did Bertha do?*

A. *She shook hands with me.*

D. *Charles, bow to Dora.*

Q. *Dora, what did Charles do?*

A. *He bowed to me.*

D. *Dora, pinch Charles.*

Q. *Charles, what did Dora do?*

A. *He pinched me.*

D. *Edward, go to Fanny.*

Q. *Fanny, what did Edward do?*

A. *He came to me.*

D. *Fanny, go to George.*

Q. *George, what did Fanny do?*

A. *She came to me.*

D. *Harriet, go to Fanny.*

Q. *Fanny, what did Harriet do?*

A. *She came to me.*

D. *Isaac, carry two boxes to Harriet.*

Q. *Harriet, what did Isaac do?*

A. *He brought me two boxes.*

Q. *Jane, carry three leaves to Isaac.*

Q. *Isaac, what did Jane do?*

A. *She brought me three leaves.*

D. *Kenneth, carry a large book to Jane.*

Q. *Jane, what did Kenneth do?*

A. *He brought me a large book.*

Here, let the teacher touch each of his pupils, and, immediately after the action, point to the question previously written, *What did I do?* requiring the pupil to write, *You touched me.* Then let him illustrate, in the same manner, the several other verbs just introduced.

EXERCISE II.

PRONOUN OF THE SECOND PERSON, *YOU.*

D. *Lewis, bow to me.*

Q. *What did Lewis do?*

A. *He bowed to you.*

D. *Mary, follow me.*

Q. *What did Mary do?*

A. *She followed you.*

D. *Nancy, walk around me.*

Q. *What did Nancy do?*

A. *She walked around you.*

D. *Oliver, shake hands with me.*

Q. *What did Oliver do?*

A. *He shook hands with you.*

D. *Thebe, bring two brushes to me.*

Q. *What did Thebe do?*

A. *She carried two brushes to you.*

D. *Quintin, bring me five thin books.*

Q. *What did Quintin do?*

A. *He carried five thin books to you.*

D. *Robert, bring me three crooked sticks.*

Q. *What did Robert do?*

A. *He carried three crooked sticks to you*

D. *Sarah, bring me five straight sticks.*

Q. *What did Sarah do?*

A. *She carried five straight sticks to you.*

D. *Thomas, come to me.*

Q. *What did Thomas do?*

A. *He went to you.*

D. *Ulysses, come to me.*

Q. *What did Ulysses do?*

A. *He went to you.*

D. *Violet, come to me.*

Q. *What did Violet do?*

A. *She went to you.*

D. *Winifred, come to me.*

Q. *What did Winifred do?*

A. *She went to you.*

D. *Xenia, bring me an apple.*

Q. *What did Xenia do?*

A. *She carried an apple to you.*

D. *Yorick, come to me.*

Q. *What did Yorick do?*

A. *He went to you.*

D. *Jenas, bring me an inkstand.*

Q. *What did Jenas do?*

A. *He carried an inkstand to you.*

EXERCISE III.

PRONOUNS OF THE THIRD PERSON, MASCULINE AND FEMININE, *HIM* AND *HER*.

D. *Bertha, touch Albert.*

Q. *What did Bertha do?*

A. *She touched Albert.*

Q. *What did Bertha* do to Albert?**

A. *She touched him.*

D. *Albert, touch Bertha.*

Q. *What did Albert do?*

A. *He touched Bertha.*

---

* Albert will write, *She touched me;* Bertha, *I touched him.*

Q. *What did Albert do to Bertha?*

A. *He touched her.*

D. *Charles, follow Edward.*

Q. *What did Charles do?*

A. *He followed Edward.*

Q. *What did Charles do to Edward?*

A. *He followed him.*

D. *Dora, pinch Fanny.*

Q. *What did Dora do?*

A. *She pinched Fanny.*

Q. *What did Dora do to Fanny?*

A. *She pinched her.*

D. *George, kick Isaac.*

Q. *What did George do?*

A. *He kicked Isaac.*

Q. *What did George do to Isaac?*

A. *He kicked him.*

D. *Harriet, go to Jane.*

Q. *What did Harriet do?*

A. *She went to Jane.*

Q. *What did Harriet do to Jane.*

A. *She went* to her.*

D. *Mary, lead Kenneth around the room.*

Q. *What did Mary do?*

A. *She led Kenneth around the room.*

Q. *What did Mary do to Kenneth?*

A. *She led him around the room.*

D. *Lewis, fan Mary.*

Q. *What did Lewis do?*

A. *He fanned Mary.*

Q. *What did Lewis do to Mary?*

A. *He fanned her.*

---

* Jane will write, *She came to me.*

D. *Nancy, tie Oliver to the table.*

Q. *What did Nancy do?*

A. *She tied Oliver to the table.*

Q. *What did Nancy do to Oliver?*

A. *She tied him to the table.*

D. *Quintin, shake hands with Phebe.*

Q. *What did Quintin do?*

A. *He shook hands with Phebe.*

Q. *What did Quintin do to Phebe?*

A. *He shook hands with her.*

D. *Sarah, pat Robert on the head.*

Q. *What did Sarah do?*

A. *She patted Robert on the head.*

Q. *What did Sarah do to Robert?*

A. *She patted him on the head.*

D. *Thomas, call Sarah.*

Q. *What did Thomas do?*

A. *He called Sarah.*

Q. *What did Thomas do to Sarah?*

A. *He called her.*

Treat, in like manner, the following

Directions.

Violet, look at Ulysses.

Ulysses, bow to Violet.

Mary, kiss Winifred.

Fanny, embrace Xenia.

Isaac, push Yorick.

Quintin, tickle Zenas.

Jane, put Harriet in the closet.

Kenneth, draw Dora on the sled.

Dora, thank Kenneth.*

---

* Teach Dora to speak, spell, or write, *I thank you.*

Winifred, bow to Mr. A.
Xenia, bow to Mrs. A.
Yorick, bow to Mr. B.
Zenas, bow to Mrs. B.

EXERCISE IV.

NEUTER PRONOUN OF THE THIRD PERSON, *IT*.

D. *Albert, open the door.*
Q. *What did Albert do?*
A. *He opened the door.*
Q. *What did Albert do to the door.*
A. *He opened it.*

D. *Bertha, shut the door.*
Q. *What did Bertha do?*
A. *She shut the door.*
Q. *What did Bertha do to the door?*
A. *She shut it.*

D. *Charles, lock the door.*

Q. *What did Charles do?*

A. *He locked the door.*

Q. *What did Charles do to the door?*

A. *He locked it.*

D. *Dora, unlock the door.*

Q. *What did Dora do?*

A. *She unlocked the door.*

Q. *What did Dora do to the door?*

A. *She unlocked it.*

D. *Edward, break a crayon in two.*

Q. *What did Edward do?*

A. *He broke a crayon in two.*

Q. *What did Edward do to the crayon?*

A. *He broke it in two.*

D. *Fanny, break a crayon into three parts.*

Q. *What did Fanny do?*

A. *She broke a crayon into three parts.*

Q. *What did Fanny do to the crayon?*

A. *She broke it into three parts.*

D. *George, break a crayon into four parts.*

Q. *What did George do?*

A. *He broke a crayon into four parts.*

Q. *What did George do to the crayon?*

A. *He broke it into four parts.*

D. *Harriet, put the thin green book in the closet.*

Q. *What did Harriet do?*

A. *She put the thin green book in the closet.*

Q. *What did Harriet do to the book?*

A. *She put it in the closet.*

Q. *What did she do to the closet?*

A. *She put the thin green book in it.*

D. *Isaac, cut the long stick with the knife.*

Q. *What did Isaac do?*

A. *He cut the long stick with the knife.*

Q. *What did he do to the stick?*

A. *He cut it with the knife.*

Q. *What did he do with the knife?*

A. *He cut the long stick with it.*

D. *Jane, wipe the short stick with a towel.*

Q. *What did Jane do?*

A. *She wiped the short stick with a towel.*

Q. What did Jane do to the stick?

A. She wiped it with a towel.

Q. What did she do with the towel.

A. She wiped the short stick with it.

D. Kenneth, take an egg out of the basket.

Q. What did Kenneth do?

A. He took an egg out of the basket.

Q. What did Kenneth do with* the egg?

A. He took it out of the basket.

Q. What did he do to the basket?

A. He took an egg out of it.

D. Lewis, pour water, out of the jug, into the vase.

---

* *Do with;* signifying the disposition he made of it.

Q. *What did Lewis do?*

A. *He poured water, out of the jug, into the vase.*

Q. *What did he do with the water?*

A. *He poured it, out of the jug, into the vase.*

Q. *What did he do to the jug?*

A. *He poured water, out of it, into the vase.*

Q. *What did he do to the vase?*

A. *He poured water, out of the jug, into it.*

D. *Mary, fill the box with sawdust.*

Q. *What did Mary do?*

A. *She filled the box with sawdust.*

Q. *What did Mary do to the box?*

A. *She filled it with sawdust.*

Q. *What did she do with the sawdust?*

A. *She filled the box with it.*

Treat, in like manner, the following

Directions.

Nancy, fill the cup with sugar.
Oliver, fill the vase with flour.
Phebe, empty the box.
Quintin, fill the box with wheat.
Robert, empty the cup.
Sarah, fill the cup with meal.
Thomas, empty the vase.
Ulysses, fill the vase with water.

D. *Violet, shut the door and lock it.*

Q. *What did Violet do?*

A. *She shut the door and locked it.*

Q. *What did she do to the door?*

A. *She shut it and locked it.*

D. *Winifred, unlock the door and open it.*

Q. *What did Winifred do?*

A. *She unlocked the door and opened it.*

Q. *What did she do to the door?*

A. *She unlocked it and opened it.*

D. *Xenia, throw up a ball and catch it.*

Q. *What did Xenia do?*

A. *She threw up a ball and caught it.*

Q. *What did she do with the ball?*

A. *She threw it up and caught it.*

Treat, in like manner, the following

Directions.

Yorick, throw down a towel and kick it.

Jenas, take out a handkerchief and wave it.

Albert, hold up the flag and wave it.

Bertha, take a newspaper and tear it.

Charles, take a towel and fold it.

Dora, take a coat and fold it.

Edward, take a stick and bend it.

Fanny, open the thin red book and read it.

D. *George, take a towel off a slate and shake it.*

Q. *What did George do?*

A. *He took a towel off a slate and shook it.*

Q. *What did he do with the towel?*

A. *He took it off a slate and shook it.*

Q. *What did he do to the slate?*

A. *He took a towel off it.*

Treat, in like manner, the following

Directions.

Harriet, take the hat off the nail and brush it.

Isaac, take a book out of the closet and read it.

Jane, put the sponge in the pail and wet it.

Kenneth, put the dirty towel in the pail and wash it.

Lewis, take the towel out of the pail and dry it.

Mary, put the crooked stick in the fire and burn it.

Nancy, put the key under the mat and hide it.

D. *Oliver, take a green book out of the closet and put it on the table.*

Q. *What did Oliver do?*

A. *He took a green book out of the closet and put it on the table.*

Q. *What did Oliver do with the book?*

A. *He took it out of the closet and put it on the table.*

Q. *What did he do to the closet?*

A. *He took a green book out of it.*

Q. *What did he do to the table?*

A. *He put a green book on it.*

Treat, in like manner, the following

Directions.

Phebe, take a slate off the table and put it in the drawer.

Quintin, take the coat off the nail and hang it on the chair.

Robert, draw the sled across the room and put it in the closet.

Sarah, take a nut out of the drawer and give it to Robert.

Thomas, take a ball out of the closet and throw it to Sarah.

Model.

D. Ulysses, open a window and throw a crayon out of it.

Q. What did Ulysses do?

A. He opened a window and threw a crayon out of it.

Q. What did Ulysses do to the window?

A. He opened it and threw a crayon out of it.

Q. *What did he do with the crayon?*

A. *He threw it out of the window.*

Treat, in like manner, the following

Directions.

Violet, open a box and put a red book in it.

Winifred, take a slate and write a word on it.

Xenia, shut the box and put an inkstand on it.

Yorick, hang up a towel and pin a ribbon to it.

Model.

D. *Ulysses, take a broom and sweep the floor with it.*

Q. *What did Ulysses do?*

A. *He took a broom and swept the floor with it.*

Q. *What did he do with the broom?*

A. *He swept the floor with it.*

Q. *What did he do to the floor?*

A. *He swept it with the broom.*

Treat, in like manner, the following

Directions.

Violet, squeeze the sponge and wash a small slate with it.

Winifred, take a towel and wipe the slate with it.

Xenia, take a stone and rub the floor with it.

Yorick, take the adz and hew the log with it.

D. *Zenas, throw a ball to Xenia, and Xenia, catch it.*

Q. *What did Zenas and Xenia do?*

A. *Zenas threw a ball to Xenia and she caught it.*

Q. *What did Zenas do with the ball?*

A. *He threw it to Xenia.*

Q. *What did Xenia do to the ball?*

A. *She caught it.*

SECTION X.

Personal pronouns of the objective case plural.

EXERCISE I.

PRONOUN OF THE FIRST PERSON, *US*.

Let the pupils, with one exception, and the teacher, collect themselves together till the direction has been obeyed, and then return to their slates.

D. *Albert, look at all the boys and girls and me.*

Q. *What did Albert do?*

A. *He looked at us.*

D. *Bertha, walk around us.*

Q. *What did Bertha do?*

A. *She walked around us.*

D. *Charles, bow to us.*

Q. *What did Charles do?*

A. *He bowed to us.*

D. *Edward, call us into the hall.*

Q. *What did Edward do?*

A. *He called us into the hall.*

D. *Fanny, make us sit down.*

Q. *What did Fanny do?*

A. *She made us sit down.*

EXERCISE II.

PRONOUN OF THE SECOND PERSON, *YOU.*

Model.

D. *George, lead Sarah and me into the hall.*

Q. *What did George do to Sarah and me.*

A. *He led you into the hall.*

Treat, in like manner, the following

Directions.

Fanny, walk around Sarah and me.

George, look at Thomas and me.

Harriet, lead Ulysses, Violet, Winifred, and me around the room.

Isaac, call Kenia, Yorick, Lewis, and me into the hall.

Jane, bow to Albert and me.
Kenneth, make Bertha, Charles, Dora, and me sit down.

EXERCISE III.

PRONOUN OF THE THIRD PERSON, *THEM.*

D. *Lewis, touch Edward and George.*

Q. *What did Lewis do?*

A. *He touched Edward and George.*

Q. *What did Lewis do to Edward and George?*

A. *He touched them.*

D. *Mary, shake hands with Harriet and Jane.*

Q. *What did Mary do?*

A. *She shook hands with Harriet and Jane.*

Q. *What did she do to Harriet and Jane?*

A. *She shook hands with them.*

D. *Nancy, look at Isaac and Jane.*

Q. *What did Nancy do?*

A. *She looked at Isaac and Jane.*

Q. *What did she do to Isaac and Jane?*

A. *She looked at them.*

Treat, in like manner, the following

Directions.

Oliver, call Kenneth, Lewis, and Mary into the hall.

Thebe, call Kenneth, Lewis, and Mary back into the room.

Quintin, lead Nancy, Oliver, Thebe, and Zenas around the room.

Robert, bow to Albert, Charles, Edward, and George.

Sarah, make Bertha, Dora, Fanny, and Harriet sit down.

Model.

D. *Thomas, take two books out of the closet and put them on the table.*

Q. *What did Thomas do?*

A. *He took two books out of the closet and put them on the table.*

Q. *What did he do with the books?*

A. *He took them out of the closet and put them on the table.*

Treat, in like manner, the following

Directions.

Ulysses, take fifteen crayons out of the box and put them in the vase.

Violet, take the crayons out of the vase and put them back into the box.

Winifred, take eleven towels off the slates and put them on the table.

Xenia, gather all the towels and put them in the drawer.

D. Yorick, take a book and a slate out of the closet and put them on the table.

Q. What did Yorick do?

A. He took a book and a slate out of the closet and put them on the table.

Q. What did he do with the book and the slate?

A. He took them out of the closet and put them on the table.

Treat, in like manner, the following

Directions.

Jenas, take a book, a slate, and a pencil, and give them to me.

Thomas, take a towel, a sponge, a pail, and two cups, and carry them into the hall.

Ulysses, take some paper, ten en=velopes, five pens, and an ink=stand, and put them on a desk.

Winifred, take a knife, a plate, and some butter, and put them on the table.

Xenia, take some cups, saucers, and spoons, and put them on the table.

SECTION XI.

Possessives.

EXERCISE I.

POSSESSIVE ADJECTIVE OF THE FIRST PERSON SINGULAR, *MY*.

Let each pupil answer, as questioned, by writing on the teacher's slate, in the presence of the class; and, if able, read his answer aloud.

Model.

D. *Albert, touch your nose.*

Q. *Albert, what did you do?*

A. *I touched my nose.*

Q. *Whose nose did you touch?*

A. *My own.*

Treat, in like manner, the following

Directions.

Bertha, wave your handkerchief.

Charles, brush your teeth.

Dora, take off your gloves.
Edward, brush your coat.
Fanny, shake your apron.
George, brush your shoes.
Harriet, fold your arms.
Isaac, brush your hair.
Jane, sharpen your pencil.
Kenneth, comb your hair.

Model.

D. *Lewis, put your hands on your head.*

Q. *What did you do?*

A. *I put my hands on my head.*

Q. *Whose hands did you put on your head?* A. *My own.*

Q. *On whose head did you put your hands?* A. *On my own.*

Treat, in like manner, the following

Directions.

Mary, put your right hand over your mouth.

Nancy, put your left hand over your eyes.

Oliver, put your hands in your pockets.

Phebe, wipe your feet on the mat.

Quintin, hang your hat on the nail.

Robert, hang your coat on the nail.

Sarah, write your name on the slate.

Thomas, put your right hand in your pocket and hold a blue book in your left hand.

Ulysses, put your left hand in your pocket and hold seven crayons in your right hand.

Violet, take off your gloves and put them in the drawer.

Winifred, wash your hands and wipe them with the towel.

Xenia, tie a red ribbon around your neck.

Yorick, put your left hand in your pocket and write your name with your right hand.

Zenas, put your right hand in your pocket and spell your name with your left hand.*

EXERCISE II.

POSSESSIVE ADJECTIVE OF THE SECOND PERSON SINGULAR, *YOUR.*

Let the teacher himself perform such of the exercises mentioned above as he may find proper and practicable, and, after each, ask the question, *What did I do?* He will thus obtain the following

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* Zenas is supposed to be a non-articulating deaf-mute, but it would be well if hearing children should learn the use of the Manual Alphabet, plates illustrating which can be procured from the publishers of this book.

Answers.

You touched your nose.
You waved your handkerchief.
You brushed your teeth.
You took off your gloves.
You brushed your coat.
You shook your apron.
You brushed your shoes.
You folded your arms.
You brushed your hair.
You sharpened your pencil.
You combed your hair.
You put your hands on your head.
You put your right hand over your mouth.
You put your left hand over your eyes.
You put your hands in your pockets.

You wiped your feet on the mat.

You hung your hat on the nail.

You hung your coat on the nail.

You wrote your name on the slate.

You put your right hand in your pocket and held a blue book in your left hand.

You put your left hand in your pocket and held seven crayons in your right hand.

You took off your gloves and put them in the drawer.

You washed your hands and wiped them with the towel.

You tied a red ribbon around your neck.

You put your left hand in your pocket and wrote your name with your right hand.

You put your right hand in your pocket and spelled your name with your left hand.

Questions and Answers.

Q. Whose nose did I touch?

A. Your own. You touched your own nose.

Q. Whose handkerchief did I wave?

A. Your own.

Q. Whose gloves did I take off?

A. Your own.

Q. Whose coat did I brush?

A. Your own.

Q. Whose arms did I fold?

A. Your own.

Q. Whose hands did I put on my head? A. Your own.

Q. *On whose head did I put my hands?* A. *On your own.*

EXERCISE III.

POSSESSIVE CASE SINGULAR OF THE NOUN AND THE POSSESSIVE PRONOUN OF THE FIRST PERSON SINGULAR, *MINE*.

Model.

D. *Albert, touch Bertha's right cheek.*

Q. *What did Albert do?*

Answer by Bertha.

He touched my right cheek.

Answer by the Class.

He touched Bertha's right cheek.

Q. *Whose cheek did Albert touch?*

Answer by Bertha.

Mine. He touched mine.

Answer by the Class.

Bertha's. He touched Bertha's.

Treat, in like manner, the following

Directions.

Bertha, touch Albert's left cheek.
Charles, touch Dora's right ear.
Dora, touch Charles's left ear.
Edward, touch Fanny's right eye.
Fanny, touch Edward's left eye.
George, touch Harriet's right arm.
Harriet, touch George's left arm.
Isaac, touch Jane's right hand.
Jane, touch Isaac's left hand.
Kenneth, touch Lewis's upper lip.
Lewis, touch Kenneth's lower lip.
Mary, touch Nancy's right shoulder.
Nancy, touch Mary's left shoulder.
Oliver, touch Phebe's forehead.
Phebe, touch Oliver's chin.
Quintin, point to Robert's right foot.

Robert, point to Quintin's left foot.

Sarah, brush Thomas's coat.

Thomas, pick up Sarah's fan.

Ulysses, sharpen Violet's pencil.

Winifred, put your arms round Xenia's neck.

Xenia, put your arms round Winifred's neck.

Yorick, step on Zenas's toes.

Zenas, write Yorick's name.

EXERCISE IV.

POSSESSIVE CASE PLURAL OF THE NOUN.

D. *Albert, brush that gentleman's coat.*

Q. *What did Albert do?*

A. *He brushed that gentleman's coat.*

Q. *Whose coat did Albert brush?*

A. *That gentleman's.*

D. *Edward, brush those gentlemen's coats.*

Q. *What did Edward do?*

A. *He brushed those gentlemen's coats.*

Q. *Whose coats did Edward brush?*

A. *Those gentlemen's.*

D. *Dora, pick up that lady's glove.*

Q. *What did Dora do?*

A. *She picked up that lady's glove.*

Q. *Whose glove did Dora pick up?*

A. *That lady's.*

D. *Fanny, pick up those ladies' gloves.*

Q. *What did Fanny do?*

A. *She picked up those ladies' gloves.*

Q. *Whose gloves did she pick up?*
A. *Those ladies'.*

Treat, in like manner, the following

Directions.

George, hang up that boy's cap.
Harriet, hang up those boys' caps.
Isaac, wrap up that girl's book.
Jane, wrap up those girls' books.
Kenneth, fold up that man's paper.
Lewis, fold up those men's papers.
Mary, darn that child's stockings.
Nancy, darn those children's stockings.
Oliver, wash that doll's face.
Phebe, wash those dolls' faces.

EXERCISE V.

POSSESSIVE PRONOUN OF THE SECOND PERSON SINGULAR, ***YOURS.***

Model.

D. *Quintin, brush my coat.*

Q. *Whose coat did Quintin brush?*

A. *Yours. He brushed yours.*

Treat, in like manner, the following

Directions.

Robert, wind my watch.

Sarah, open my knife.

Thomas, hold my umbrella.

Ulysses, put my gloves in the drawer.

Violet, wash my slate.

Winifred, sharpen my pencil.

Xenia, fold my handkerchief.

Yorick, wipe my spectacles.

Zenas, button up my coat.

EXERCISE VI.

POSSESSIVE ADJECTIVES OF THE THIRD PERSON SINGULAR—MASCULINE AND FEMININE, *HIS* AND *HER*.

D. *Albert, touch your nose.*

Q. *What did Albert do?*

A. *He touched his nose.*

Q. *Whose nose did Albert touch?*

A. *His own.*

D. *Bertha, wave your handkerchief.*

Q. *What did Bertha do?*

A. *She waved her handkerchief.*

Q. *Whose handkerchief did she wave?*

A. *Her own.*

Treat, in like manner, the several directions given in EXERCISE I.

Charles, brush your teeth.

Dora, take off your gloves.

Edward, brush your coat.

Fanny, shake your apron, etc., etc.

Model.

D. Albert, take a crayon and write your name on your slate.

Q. What did Albert do?

A. He took a crayon and wrote his name on his slate.

Q. Whose name did Albert write?

A. His own.

Q. On whose slate did Albert write his name? A. On his own.

D. Bertha, take a crayon and write Dora's name on your slate.

Q. What did Bertha do?

A. She took a crayon and wrote Dora's name on her slate.

Q. Whose name did Bertha write?

A. Dora's.

Q. *On whose slate did Bertha write?*

A. *On her own.*

Treat, in like manner, the following

Directions.

Charles, take a crayon and write my name on your slate.

Dora, take a crayon and write my name on my slate.

Edward, take a lead pencil and write your name on a piece of paper.

Fanny, take a loaf of bread in your hands and give it to George.

George, cut a slice of bread and put it on your plate.

Harriet, cut five slices of bread and put them on your plate.

Isaac, put two lumps of white sugar in your cup.

Jane, put a teaspoonful of brown sugar in your cup.

Kenneth, put two teaspoon=fuls of brown sugar in your cup.

Lewis, pass the white sugar to the boy at your right hand.

Mary, pass the butter to the boy at your left hand.

Nancy, cut a slice of bread for the girl at your right hand.

Oliver, pass a loaf of bread to the girl at your left hand.

Phebe, take the butter from the boy at your left hand, and help me to some of it.

Quintin, draw the picture of a house on your slate.

Robert, draw the picture of a tree on your slate.

Sarah, draw the picture of a hat on your slate.

EXERCISE VII.

POSSESSIVE ADJECTIVE OF THE THIRD PERSON SINGULAR-NEUTER, *ITS*.

D. Albert, break the lid of the box.

Q. What did Albert do?

A. He broke the lid of the box.

Q. What did Albert do to the box?

A. He broke its lid.

Q. What did Albert do to the lid of the box?

A. He broke it.

Q. Who broke the lid of the box?

A. Albert.

Q. *What did Albert break?*

A. *The lid of the box.*

Q. *Did Albert break the lid of the box?* A. *Yes sir.*

D. *Bertha, wipe the handle of the knife with a towel.*

Q. *What did Bertha do?*

A. *She wiped the handle of the knife with a towel.*

Q. *What did she do to the knife?*

A. *She wiped its handle with a towel.*

Q. *What did she do to the handle of the knife?*

A. *She wiped it with a towel.*

Q. *Who wiped the handle of the knife?* A. *Bertha.*

Q. *What did she wipe?*

A. *The handle of the knife.*

Q. *Did she wipe the handle of the knife?*

A. *Yes sir.*

Q. *Did she wipe the blade of the knife?*

A. *No sir, she did not wipe its blade; she wiped its handle.*

Q. *With what did she wipe its handle?* A. *With a towel.*

Treat, in like manner, the following

Directions.

Charles, wipe the handle of the knife with a piece of paper.

Dora, wipe the blade of the knife with your handkerchief.

Edward, hang your coat on the back of the chair.

Fanny, turn the knob of the door.

George, take hold of the handle of the saw.

Harriet, brush the collar of the coat.

Isaac, turn the sleeves of the coat inside out.

Jane, count the buttons of the coat.

Kenneth, write your name on the cover of the book.

Lewis, write your name on the frame of your slate.

Mary, write my name on the frame of my slate.

Model.

A. *Nancy, touch the elbow of Oliver's left arm with the forefinger of your right hand.*

Q. *What did Nancy do?*

A. *She touched the elbow of Oliver's left arm with the forefinger of her right hand.*

Q. *What did she touch?*

A. *The elbow of Oliver's left arm.*

Q. *How did she touch it?*

A. *With the forefinger of her right hand.*

Q. *What part of Oliver's left arm did she touch?* A. *Its elbow.*

Q. *With what part of her right hand did she touch the elbow of Oliver's left arm?*

A. *With its forefinger.*

Q. *What did she do to Oliver's left arm?*

A. *She touched its elbow.*

Treat, in like manner, the following

Directions.

Oliver, touch the elbow of Nancy's right arm, with the forefinger of your left hand.

Phebe, touch the wrist of Quintin's left arm with the second finger of your left hand.

Robert, touch the tip of your nose with the third finger of your right hand.

Sarah, touch the tip of your nose with the third finger of your left hand.

Thomas, touch the bridge of your nose with the little finger of your right hand.

Ulysses, touch the bridge of your nose with the little finger of your left hand.

Violet, put a ring on the third finger of Winifred's left hand, with the thumb and forefinger of your right hand.*

Also, with slight modifications, the following :

Winifred, lay the back of your right hand on the palm of your left.

Xenia, smooth your hair with the palm of your left hand.

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* *Put a ring on*, is, in this connection, to be considered as equivalent to a single verb.

Yorick, touch your right eyebrow with the forefinger of your right hand.

Genas, touch the ink in the ink=stand with the tip of the little finger of your left hand.

Model.

D. Albert, lift the knife by its handle.

Q. What did Albert do?

A. He lifted the knife by its handle.

Q. How did he lift the knife?

A. By its handle.

Q. Who lifted the knife?

A. Albert.

Q. What did he lift?

A. The knife.

Q. Did he lift the knife by its handle?

A. Yes sir.

Q. *Did he lift the knife by its blade?*

A. *No sir, he did not lift it by its blade; he lifted it by its handle.*

Treat, in like manner, the following

Directions.

Bertha, lift the jug by its handle.
Charles, hold the jug by its neck.
Dora, lift the whip by its handle.
Edward, hold the whip by its lash.
Fanny, lift the axe by its helve.
George, hold the axe by its head.
Harriet, lift the kite by its tail.
Isaac, hold the kite by its frame.
Jane, lift the cup by its handle.
Kenneth, hold the cup by its bowl.
Lewis, lift the pipe by its stem.
Mary, hold the pipe by its bowl.

Nancy, lift the coat by its collar.

Oliver, hold the coat by its sleeves.

Phebe, lift the coat by one of its sleeves.

Quintin, hold the coat by one of its button=holes.

Robert, lift the book by one of its covers.

Sarah, hold the book by one of its leaves.

Thomas, Jane, Kenneth, and Mary, lift the table by its legs.

Ulysses, Nancy, Oliver, and Phebe, hold the table by its top.

Violet, lift the cat by two of its legs.

Winifred, hold the cat by one of its legs.

Xenia, pat the dog on his head.

Yorick, hold the dog by one of his paws.

Model.

D. *Jenas, take the coat and turn its sleeves inside out.*

Q. *What did Jenas do?*

A. *He took the coat and turned its sleeves inside out.*

Q. *What did he do to the sleeves of the coat?*

A. *He turned them inside out.*

Treat, in like manner, the following

Directions.

Albert, take the vest and turn its pockets inside out.

Bertha, take the doll and touch its eyes.

Charles, take the doll and pinch its chin.

Dora, take the doll and kiss its cheeks.

Edward, take the doll and stroke its forehead.

Fanny, take the doll and touch its ears.

George, take the doll and comb its hair.

Harriet, cut the apple open and take out its seeds.

Isaac, go to the door and touch one of its hinges.

Jane, open the yellow book and turn its leaves.

Kenneth, get under the table and touch its legs.

Lewis, open the blue copy-book and count its leaves.

Mary, walk around the room and touch each of its corners.

Nancy, take a stool and tie a short string around one of its legs.

Oliver, take a stool and tie a green ribbon around each of its legs.

Phebe, take the coat and tie a red ribbon in each of its button-holes.

EXERCISE VIII.

Let the teacher himself perform the actions required in the preceding exercise; and, after each action, call upon his pupils to answer the question, *What did I do?*

EXERCISE IX.

POSSESSIVE ADJECTIVE OF THE FIRST PERSON PLURAL, *OUR.*

D. *All of you hold up your hands.*

Q. *What did you do?*

A. *We held up our hands.*

Q. *Whose hands did you hold up?*

A. *Our own.*

D. *Put your hands behind your backs.*

Q. *What did you do?*

A. *We put our hands behind our backs.*

Q. *Whose hands did you put behind your backs?* A. *Our own.*

Q. *Behind whose backs did you put your hands?*

A. *Behind our own.*

D. *Take off your shoes.*

Q. *What did you do?*

A. *We took off our shoes.*

Q. *Whose shoes did you take off?*

A. *Our own.*

D. *Clap your hands.*

Q. *What did you do?*

A. *We clapped our hands.*

Q. *Whose hands did you clap?*

A. *Our own.*

D. *Touch your slates.*

Q. *What did you do?*

A. *We touched our slates.*

Q. *Whose slates did you touch?*

A. *Our own.*

D. *Let us go out of our room into the hall.*

Q. *What did we do?*

A. *We went out of our room into the hall.*

Q. *Where did we go?*

A. *Into the hall.*

Q. *Out of what room did we go?*

A. *Out of our own.*

D. *Let us put our crayons in the box.*

Q. *What did we do?*

A. *We put our crayons in the box.*

Q. *Whose crayons did we put in the box?* A. *Our own.*

EXERCISE X.

POSSESSIVE ADJECTIVE OF THE SECOND PERSON PLURAL, ***YOUR.***

D. *Albert, Bertha, and Charles, let us rub our faces with our hands.*

Q. *What did Albert,* Bertha, Charles, and I do?*

A. *You rubbed your faces with your hands.*

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* Albert, Bertha, and Charles will write "*We* rubbed our faces with our hands."

Q. *Whose faces did we rub?*

A. *Your own.*

Q. *With what did we rub our faces?*

A. *With your hands.*

Q. *With whose hands did we rub our faces?* A. *With your own.*

D. *Dora, Edward, and Fanny, let us take our hats and go out of doors.*

Q. *What did Dora, Edward, Fanny, and I do?*

A. *You took your hats and went out of doors.*

Q. *Whose hats did we take?*

A. *Your own.*

D. *George and Harriet, let us take a sheet of foolscap and draw pic=tures on it with our pencils.*

Q. *What did George, Harriet, and I do?*

A. *You took a sheet of foolscap and drew pictures on it with your pencils.*

Q. *With what did we draw pictures?*

A. *With your pencils.*

Q. *With whose hands did we draw pictures?*

A. *With your own.*

D. *Isaac, let us take a sheet of note=paper and hold it between our faces.*

Q. *What did Isaac and I do?*

A. *You took a sheet of note=paper and held it between your faces.*

D. *Jane and Kenneth, let us take our seats and open our books.*

Q. *What did Jane, Kenneth, and I do?*

A. *You took your seats and opened your books.*

Q. *Whose seats did we take?*

A. *Your own.*

Q. *Whose books did we open?*

A. *Your own.*

D. *Lewis and Mary, let us each take two sheets of foolscap and wave them with our hands.*

Q. *What did Lewis, Mary, and I do?*

A. *You each took two sheets of foolscap and waved them with your hands.*

D. *Nancy and Oliver, let us take our handkerchiefs and wind them round our left arms.*

Q. *What did Nancy, Oliver, and I do?*

A. *You took your handkerchiefs and wound them round your left arms.*

EXERCISE XI.

POSSESSIVE ADJECTIVE OF THE THIRD PERSON PLURAL, ***THEIR.***

D. *Phebe and Quintin, wipe your feet on the mat.*

Q. *What did Phebe and Quintin do?*

A. *They wiped their feet on the mat.*

Q. *Whose feet did Phebe and Quintin wipe on the mat?*

A. *Their own.*

D. *Thebe and Sarah, take a piece of calico and spread it over your laps.*

Q. *What did Thebe and Sarah do?*

A. *They took a piece of calico and spread it over their laps.*

Q. *Over whose laps did Thebe and Sarah spread the piece of calico?*

A. *Over their own.*

D. *Robert and Thomas, take a piece of muslin and hold it between your faces.*

Q. *What did Robert and Thomas do?*

A. *They took a piece of muslin and held it between their faces.*

D. *Thomas and Ulysses, take a piece of silk and hold it over your heads.*

Q. *What did Thomas and Ulysses do?*

A. *They took a piece of silk and held it over their heads.*

Q. *Over whose heads did Thomas and Ulysses hold the piece of silk?*

A. *Over their own.*

D. *Violet, place two chairs opposite to each other, and put a board upon their backs.*

Q. *What did Violet do?*

A. *She put two chairs opposite to each other, and put a board upon their backs.*

D. *Winifred, hold up the coats by their sleeves.*

Q. *What did Winifred do?*

A. *She held up the coats by their sleeves.*

D. *Xenia, put the cups in the closet carefully, and do not break their handles.*

Q. *What did Xenia do?*

A. *She put the cups in the closet carefully, and did not break their handles.*

D. *Yorick, carry the boxes carefully, and do not scratch their sides.*

Q. *What did Yorick do?*

A. *He carried the boxes carefully, and did not scratch their sides.*

D. *Genas, open the books carefully, and do not tear their leaves.*

Q. *What did Genas do?*

A. *He opened the books carefully, and did not tear their leaves.*

EXERCISE XII.

POSSESSIVE PRONOUNS OF THE FIRST, SECOND AND THIRD PERSONS SINGULAR, VIZ.: ***MINE, YOURS,*** AND ***HIS*** OR ***HERS,*** AND OF THE FIRST, SECOND AND THIRD PERSONS PLURAL, VIZ.: ***OURS, YOURS*** AND ***THEIRS,*** AS CONTRASTED WITH ***MY OWN, YOUR OWN,*** AND ***HIS*** OR ***HER OWN,*** AND WITH ***OUR OWN, YOUR OWN*** AND ***THEIR OWN.*** FURTHER ILLUSTRATIONS OF ***MY OWN,*** &c.

D. *Albert, put your crayon on my desk.*

Q. *Albert, which crayon did you put on my desk, your own or mine?*

A. *My own. (I put my own on it.)*

D. *Let the teacher put Albert's crayon on his (Albert's) desk.*

Q. *Albert, which crayon did I put on your desk, my own or yours?*

A. *Mine. (You put mine on it.)*

Let the teacher repeat the above with each member of the class, addressing him or her by name.

The questions which follow will be answered by the class.

D. *Let the teacher put his own pen on Bertha's desk.*

Q. *Which pen did I put on Bertha's desk, my own or hers?*

A. *Your own. (You put your own on it.)*

D. *Bertha, put my pen on my desk.*

Q. *Which pen did Bertha put on my desk, her own or mine?*

A. *Yours. (She put yours on it.)*

D. *Charles, put your pencil on Dora's desk.*

Q. *Which pencil did Charles put on Dora's desk, his own or hers?*

A. *His own. (He put his own on it.)*

D. *Dora, put Charles's pencil on his desk.*

Q. *Which pencil did Dora put on Charles's desk, her own or his?*

A. *His. (She put his on it.)*

D. *Fanny, put your book on Edward's desk.*

Q. *Which book did Fanny put on Edward's desk, her own or his?*

A. *Her own. (She put her own on it.)*

D. *Edward, put Fanny's book on her desk.*

Q. *Which book did Edward put on Fanny's desk, his own or hers?*

A. *Hers.* (*He put hers on it.*)

D. *Let us all put our gloves on George's desk.*

Q. *Which gloves did we put on George's desk, our own or his?*

A. *Our own.* (*We put our own on it.*)

D. *George, put our gloves in the closet.*

Q. *Which gloves did George put in the closet, his own or ours?*

A. *Ours.* (*He put ours in it.*)

D. Harriet, let us put our handkerchiefs under the table.

Q. Which handkerchiefs did Harriet and I put under the table, our own or yours?

A. Your own. (You put your own under it.)

D. All of you, point to Harriet's and my handkerchiefs.

Q. Which handkerchiefs did you point to, your own or ours?

A. To yours. (We pointed to yours.)

D. Isaac and Jane, put your gloves in Kenneth's pocket.

Q. Which gloves did Isaac and Jane put in Kenneth's pocket, their own or his?

A. *Their own. (They put their own in it.)*

D. *Kenneth, put Isaac's and Jane's gloves on their desks.*

Q. *Which gloves did Kenneth put on Isaac's and Jane's desks, his own or theirs?*

A. *Theirs. (He put theirs on the desks.)*

D. *Lewis, leave your own desk and go to Harriet's.*

Q. *Lewis, what did you do?*

A. *I left my own desk and went to Harriet's.*

D. *Lewis, leave Harriet's desk and go back to your own.*

Q. *Lewis, what did you do?*

A. *I left Harriet's desk and went back to my own.*

D. *Let the teacher leave his own seat and take Mary's.*

Q. *What did I do?*

A. *You left your own seat and took Mary's.*

D. *Let the teacher leave Mary's seat and take his own.*

Q. *What did I do?*

A. *You left Mary's seat and took your own.*

D. *Mary, take Nancy from her own room to the matron's.*

Q. *What did Mary do?*

A. *She took Nancy from her own room to the matron's.*

D. Mary, bring Nancy back from the matron's room to her own.

Q. What did Mary do?

A. She brought Nancy back from the matron's room to her own.

D. Nancy, take the picture out of its own frame and put it in that (the frame) of the look=ing=glass.

Q. What did Nancy do?

A. She took the picture out of its own frame and put it in that of the looking=glass.

D. Oliver, take the picture out of the frame of the looking=glass and put it in its own.

Q. What did Oliver do?

A. He took the picture out of the frame of the looking-glass and put it in its own.

SECTION XII.

Reflexive Pronouns.

EXERCISE I.

REFLEXIVE PRONOUN OF THE FIRST PERSON SINGULAR, *MYSELF.*

D. Albert, lift the chair.

Q. What did you do?

A. I lifted the chair.

Q. Who lifted the chair?

A. I, myself.

Q. Did Bertha help you lift the chair?

A. No sir (or madam).

Q. *Did Dora help you lift the chair?* A. *No sir (or madam).*

Q. *Did Edward help you lift the chair?* A. *No sir (or madam).*

Q. *Did any one help you lift the chair?*

A. *No sir (or madam). I did it myself.*

Model.

D. *Bertha, open the door.*

Q. *What did you do?*

A. *I opened the door.*

Q. *Who opened the door?*

A. *I, myself.*

Q. *Did any one help you open the door?*

A. *No sir (or madam). I did it myself.*

Treat, in like manner, the following

Directions.

Charles, wash my slate with a wet sponge.

Dora, lay all the small slates in a pile.

Edward, fill the pitcher with fresh water.

Fanny, bring me a glass of water.

George, pick up all the crayons on the floor.

Harriet, dust all the desks with a towel.

Model.

D. *Isaac, pat Jane on the head.*

Q. *What did you do?*

A. *I patted Jane on the head.*

D. *Pat yourself on the head.*

Q. *What did you do?*

A. *I patted myself on the head.*

Treat, in like manner, the following

Directions.

Jane, touch Kenneth on the right shoulder, with the thumb of your left hand.

Touch yourself on the right shoulder, with the thumb of your left hand.

Kenneth, touch Jenas on the forehead, with the fore-finger of your right hand.

Touch yourself on the forehead, with the fore-finger of your right hand.

Lewis, touch Thomas on the right ear, with the second finger of your right hand.

Touch yourself on the right ear, with the second finger of your right hand.

Mary, touch Winifred on the left ear, with the third finger of your left hand.

Touch yourself on the left ear, with the third finger of your left hand.

Nancy, touch Mary on the right eye, with the little finger of your right hand.

Touch yourself on the right eye, with the little finger of your right hand.

EXERCISE II.

REFLEXIVE PRONOUN OF THE SECOND PERSON SINGULAR, *YOURSELF.*

Let the teacher himself perform some of the actions required in the last exercise, and, after each, ask questions as in the following

Model.

Q. *What did I do?*

A. *You lifted the chair.*

Q. *Who lifted the chair?*

A. *You, yourself.*

Q. *Did any one help me lift the chair?*

A. *No sir, you did it yourself.*

Treat, in like manner, the following answers to the question, *What did I do?*

You opened the door.

You washed your slate with a wet sponge.

You laid all the small slates in a pile.

You filled the pitcher with fresh water.

You gave Albert a glass of water.

You picked up all the crayons on the floor.

You dusted all the desks with a towel.

Here let the teacher perform certain other actions heretofore required of the pupils, and ask, after each, the question, *What did I do?* He will thus obtain the following

Answers.

You patted Jane on the head.

You patted yourself on the head.

You touched Kenneth on the right shoulder, with the thumb of your left hand.

You touched yourself on the right shoulder, with the thumb of your left hand.

You touched Jenas on the fore=head, with the fore=finger of your right hand.

You touched yourself on the fore=head, with the fore=finger of your right hand.

You touched Thomas on the right ear, with the second finger of your right hand.

You touched yourself on the right ear, with the second finger of your right hand.

You touched Winifred on the left ear, with the third finger of your left hand.

You touched yourself on the left ear, with the third finger of your left hand.

You touched Mary on the right eye, with the little finger of your right hand.

You touched yourself on the right eye, with the little finger of your right hand.

EXERCISE III.

REFLEXIVE PRONOUNS OF THE THIRD PERSON SINGULAR, ***HIMSELF, HERSELF, ITSELF.***

Models.

D. Oliver, write three directions on my slate.

Q. What did Oliver do?

A. He wrote three directions on your slate.

Q. Did any one help him write three directions on my slate?

A. No sir, he did it himself.

D. *Phebe, write the names of five girls on your slate.*

Q. *What did Phebe do?*

A. *She wrote the names of five girls on her slate.*

Q. *Did any one help Phebe write the names of five girls on her slate?*

A. *No sir, she did it herself.*

Treat, in like manner, the following

Directions.

Quintin, put a copy=book on each of the desks.

Robert, give a crayon to each of the boys.

Sarah, braid Mary's hair and tie it with a blue ribbon.

Thomas, sharpen six slate pencils.

Ulysses, copy, on your slate, the first twelve words in this book.

Violet, sweep the floor and empty the dust-pan.

Winifred, put away the broom and hang up the dust-pan.

Xenia, take all the books from the table and put them on a shelf in the closet.

Models.

D. *Albert, touch yourself on the right shoulder, with the thumb of your left hand.*

Q. *What did Albert do?*

A. *He touched himself on the right shoulder, with the thumb of his left hand.*

D. *Bertha, touch yourself on the forehead, with the fore=finger of your right hand.*

Q. *What did Bertha do?*

A. *She touched herself on the fore=head, with the fore=finger of her right hand.*

Treat, in like manner, the following

Directions.

Charles, touch yourself on the right ear, with the second finger of your right hand.

Dora, touch yourself on the left ear, with the third finger of your left hand.

Edward, touch yourself on the right eye, with the little finger of your right hand.

Fanny, touch yourself on the left ear, with the fore=finger of your left hand.

George, hide yourself behind the door.

Harriet, kiss yourself on the hand.

Isaac, turn yourself around.

Jane, tie yourself to the chair.

Kenneth, rub yourself on the fore=head.

Lewis, seat yourself in a chair.

Mary, rock yourself to sleep.

Nancy, pat yourself on the head.

Oliver, hurt yourself, by striking your arm with a stick.

Phebe, amuse yourself, by looking at the pictures in the book.

Model.

Let the teacher give *Quintin* a glass of water, and, in so doing, wet himself. Then let him call attention to this circumstance, and write, *I wet myself when I gave Quintin a glass of water.* Let him then wipe off the wet and give *Robert* a glass of water, without wetting himself, and, after calling attention to this circumstance also, write, *I did not wet myself when I gave Robert a glass of water.* He will then proceed as follows:

Direction.

Quintin, give me a glass of water, but do not wet yourself.

Question to Quintin.

What did you do?

Answer by Quintin.

I gave you a glass of water.

Question to the Class.

What did Quintin do?

Answer by the Class.

He gave you a glass of water.

Question to Quintin.

Did you wet yourself, when you gave me the glass of water?

Answer by Quintin.

No sir, I did not wet myself, when I gave you the glass of water.

Question to the Class.

Did Quintin wet himself, when he gave me the glass of water?

Answer by the Class.

No sir, he did not wet himself, when he gave you the glass of water.

Treat, in like manner, the following

Directions.

Robert, catch the ball, but do not hurt yourself.

Sarah, sew the piece of cloth with the needle, but do not prick yourself.

Thomas, open the knife, but do not cut yourself.

Ulysses, strike the table with your fist, but do not hurt yourself.

Violet, sprinkle the flowers with water, but do not wet yourself.

Winifred, pour some hot water into the cup, but do not scald yourself.

Xenia, light the candle with a match, but do not burn yourself.

Yorick, pour some oil into the lamp, but do not grease yourself.

Zenas, help yourself to molasses, but do not soil yourself.

Model.

Q. Albert, did you ever fall upon the ice?

A. Yes sir, I did once.

Q. Did you hurt yourself, when you fell upon the ice.

A. Yes sir, I did hurt myself.

Question to the Class.

Did Albert ever fall upon the ice?

A. *Yes sir, he did once.*

Q. *Did he hurt himself, when he fell upon the ice?*

A. *Yes sir, he did hurt himself, when he fell upon the ice.*

Treat, in like manner, the following

Questions.

Bertha, did you ever fall down stairs? (Did you hurt yourself?)

Charles, did you ever fall into the mud? (Did you soil yourself?)

Dora, did you ever run against another girl? (Did you hurt yourself?)

Edward, did you ever walk in the woods? (Did you scratch yourself?)

Fanny, did you ever slide down hill? (Did you hurt yourself?)

George, did you ever make a fire? (Did you burn yourself?)

Model.

D. *Harriet, open the door.*

Question to the Class.

Did the door open itself?

A. *No sir (or madam), the door did not open itself. Harriet opened it.*

Treat, in like manner, the following

Directions.

Isaac, shut the door.

Jane, open the window.

Kenneth, shut the window.

Lewis, thread the needle.

Mary, sew the apron.
Nancy, sharpen the pencil.
Oliver, wash the slate.
Phebe, wipe the pen.
Quintin, pare the apple.
Robert, peel the orange.
Sarah, sweep the floor.
Thomas, dust the table.
Ulysses, put a blue book on the table.
Violet, take the book off the table.
Winifred, pour water into the vase.
Xenia, put the mat under the table.
Yorick, hang my hat on a nail.
Zenas, write your name on your slate.

Model.

D. *Albert, shave the cat with a razor.*

Q. *What did Albert do?*

A. *He shaved the cat with a razor.*

Treat, in like manner, the following

Directions.

Bertha, shake hands with a man.

Bertha, shake hands with a woman.

Bertha, shake hands with a child.

Charles, kiss the baby.

Dora, seat yourself in the little wagon.

Edward, hurt me with a stick.

George, strike yourself with your fist.

Fanny, shake hands with a boy.

Harriet, lead a child to me.

Harriet, lead two children to me.

Isaac, pat yourself on the head.

Jane, amuse yourself with the play=things.

Kenneth, shoot the picture of the bird with a pistol.

Lewis, drown the mouse in a pail of water.

Mary, show me the picture of a river.

Oliver, strike yourself with a whip.

Nancy, lick the plate.

Phebe, bring me a kitten (or the picture of a kitten).

Quintin, rub yourself against the door.

Robert, show me the picture of a cow and calf.

Sarah, bring the chicken (or bird) to me and let it peck me with its bill.

Thomas, show me the picture of a cock, hen and chickens.

Violet, show me the picture of a ram, ewe and lamb.

Ulysses, scratch yourself with your fingers.

Winifred, perch the dead bird on the stick.

Xenia, go out of doors and stand on the ground.

Yorick, show me the picture of a monkey, a fish and a worm.

Zenas, show me the picture of a spider hanging from its web.

Model.

SENTENCE. *A man shaved himself with a razor.*

Q. *Whom did the man shave with a razor?* A. *Himself.*

S. *A woman seated herself in a wagon.*

Q. *Whom did the woman seat in a wagon?* A. *Herself.*

S. *A baby hurt itself with a stick.*

Q. *Whom did the baby hurt with a stick?* A. *Itself.*

Treat, in like manner, the following

Sentences.

A boy struck himself with his fist.

A girl patted herself on the head.

A child amused itself with its play=things.

A man shot himself with his pistol.

A woman drowned herself in a river.

A child struck itself with a whip.

Model.

S. *A cat licked herself.*

Q. *What did the cat lick?*

A. *Herself.*

S. *A kitten licked itself.*

Q. *What did the kitten lick?*

A. *Itself.*

Treat, in like manner, the following

Sentences.

An ox rubbed himself against a fence.

A cow rubbed herself against a fence.

A calf rubbed itself against a fence.

A cock pecked himself with his bill.
A hen pecked herself with her bill.
A chicken pecked itself with its bill.

A ram drowned himself in a river.
A ewe drowned herself in a river.
A lamb drowned itself in a river.

A monkey scratched itself with its paw.
A bird perched itself on a tree.
A fish threw itself out of the water.
A worm hid itself in the ground.
A spider hung itself from its web.

EXERCISE IV.

REFLEXIVE PRONOUN OF THE FIRST PERSON PLURAL, ***OURSELVES.***

Model.

D. *Albert, Bertha, Charles and Edward, lift the table.*

Question to the above named.

What did you do?

A. *We lifted the table.*

Q. *Who lifted the table?*

A. *We, ourselves.*

Treat, in like manner, the following

Directions.

Fanny, George, Harriet and Isaac, lift the mat.

Jane, Kenneth, Lewis and Mary, shake the table=cloth.

Nancy, Oliver, Phebe and Quin=tin, open the window.

Robert, Sarah, Thomas and Ulysses, carry the box across the room.

Violet, Winifred, Xenia, Yorick and Zenas, take the books out of the closet, and put them on the table.

All of you, shake the sheet.

All of you, write your names.

All of you, lift your arms.

All of you, take your seats.

Model.

D. Pat yourselves on the head, with your right hands.

Q. What did you do?

A. We patted ourselves on the head, with our right hands.

Treat, in like manner, the following

Directions.

Strike yourselves on the breast.
Seat yourselves in your chairs.
Gather yourselves together in front of the table.
Gather yourselves together behind the table.
Gather yourselves together in front of the door.
Betake yourselves to the hall.
Go and make yourselves look nice.

EXERCISE V.

REFLEXIVE PRONOUNS OF THE SECOND PERSON PLURAL, ***YOURSELVES.***

Model.

D. *Albert, Bertha and Charles, let us lift the table.*

Q. *What did Albert, Bertha, Charles and I do?*

A. *You lifted the table.*

Q. *Who lifted the table?*

A. *You, yourselves.*

Q. *Did any one help us lift the table?*

A. *No sir (or madam), you did it yourselves.*

Treat, in like manner, the following

Directions.

Dora, let us (you and me) fill our baskets with apples.

Edward and Fanny, let us write our names on the slate.

George, Harriet, Isaac and Jane, let us open the door and windows.

Kenneth, Lewis, Mary and Nancy, let us dust the desks.

Oliver, Phebe, Quintin and Robert, let us put the closet in order.

Sarah, Thomas, Ulysses and Violet, let us carry the table into the hall.

Winifred, Xenia, Yorick and Zenas, let us bring the table back into the room.

Model.

D. *Albert, Bertha, Charles and Dora, let us pat ourselves on the head.*

Q. *What did Albert, Bertha, Charles, Dora and I do?*

A. *You patted yourselves on the head.*

Treat, in like manner, the following

Directions.

Edward, Fanny, George and Harriet, let us strike ourselves on the breast.

Isaac, Jane, Kenneth and Lewis, let us seat ourselves in our chairs.

Mary, Nancy, Oliver and Phebe, let us gather ourselves together in front of the table.

Quintin, Robert, Sarah and Thomas, let us betake ourselves to the hall.

Ulysses, Violet, Winifred and Xenia, let us amuse ourselves by looking at pictures.

Yorick and Zenas, let us amuse ourselves by playing ball.

EXERCISE VI.

REFLEXIVE PRONOUN OF THE THIRD PERSON PLURAL, *THEMSELVES.*

Models.

D. *Albert and Bertha, set the pail of water on the table.*

Q. *What did Albert and Bertha do?*

A. *They set the pail of water on the table.*

Q. *Did any one help them do it (set the pail of water on the table)?*

A. *No sir, they did it themselves.*

D. *Charles and Dora, polish four panes of glass with pieces of newspaper.*

Q. *What did Charles and Dora do?*

A. *They polished four panes of glass with pieces of newspaper.*

Q. *Did any one help them do it?*

A. *No sir, they did it themselves.*

Treat, in like manner, the following

Directions.

Edward and Fanny, wipe all the pens and put them in the closet.

George, Harriet and Isaac, turn the table upside down.

Jane. Kenneth and Lewis, turn the table right side up.

Mary and Nancy, lift the smallest girl in the room and set her on the table.

Oliver and Quintin, lift the smallest boy in the room and set him on the table.

Thebe and Sarah, blindfold the largest girl in the room and turn her around twice.

Robert and Thomas, blindfold the largest boy in the room and turn him around three times.

Ulysses and Violet, take the cloth off the table and shake it four times.

Winifred and Xenia, lay a book on each of the desks.

Yorick and Zenas, collect all the books and put them in the closet.

Model.

D. Albert and Charles, tie yourselves together by the wrists of your left hands.

Q. *What did Albert and Charles do?*

A. *They tied themselves together by the wrists of their left hands.*

D. *Bertha and Dora, place yourselves in front of me.*

Q. *What did Bertha and Dora do?*

A. *They placed themselves in front of you.*

Treat, in like manner, the following

Directions.

Edward, Fanny, George and Harriet, seat yourselves on the bench.

Isaac, Jane, Kenneth and Lewis, fan yourselves with newspapers.

Mary and Nancy, look at yourselves in the mirror.

Oliver, Quintin and Robert, amuse yourselves by throwing a ball to each other.

Phebe and Sarah, wrap yourselves up in your shawls.

Model.

D. *Thomas and Ulysses, carry a pail of water around the room, but do not wet yourselves.*

Q. *Thomas and Ulysses, what did you do?*

A. *We carried a pail of water around the room.*

Question to the Class.

What did Thomas and Ulysses do?

A. *They carried a pail of water around the room.*

Q. *Thomas and Ulysses, did you wet yourselves, when you carried the pail of water around the room?*

A. *No sir (or madam), we did not wet ourselves, when we carried the pail of water around the room.*

Question to the Class.

Did Thomas and Ulysses wet themselves, when they carried the pail of water around the room?

A. *No sir (or madam), they did not wet themselves, when they carried the pail of water around the room.*

Treat, in like manner, the following

Directions.

Violet and Winifred, play ball with each other, but do not hurt yourselves.

Xenia, Yorick and Zenas, lay six pieces of coal on the table, but do not soil yourselves.

Albert, Bertha and Charles, sharpen your lead-pencils, but do not cut yourselves.

Dora and Edward, bring me a pail of hot water, but do not scald yourselves.

Model.

D. *Fanny and George, come to the fire (or heater), and warm yourselves.*

Q. *What did Fanny and George do?*

A. *They went to the fire, and warmed themselves.*

Q. *Did they warm themselves when they went to the fire?*

A. *Yes sir, they did.*

Treat, in like manner, the following

Directions.

Harriet and Isaac, go to the window, and cool yourselves.

Jane and Kenneth, look at the photographs, and amuse yourselves.

Lewis and Mary, sit down and rest yourselves.

Model.

Q. *Nancy and Oliver, did you ever take a walk together?*

A. *Yes sir, we did once.*

Q. *Did you fall and hurt yourselves, when you took the walk together?*

A. *No sir, we did not fall and hurt ourselves, when we took the walk together, or Yes sir, we did fall and hurt ourselves, when we took the walk together.*

Treat, in like manner, the following

Questions.

Phebe and Quintin, did you ever snow-ball each other? (Did you hurt yourselves?)

Robert and Sarah, did you ever pick blackberries together? (Did you scratch yourselves?)

Thomas and Ulysses, did you ever gather roses together? (Did you prick yourselves?)

Model.

D. *Violet and Winifred, put the books in the closet.*

Q. *Violet, did the books put themselves in the closet?*

A. *No sir (or madam), the books did not put themselves in the closet. Winifred and I put them there.*

Q. *Winifred, did the books put themselves in the closet?*

A. *No sir (or madam), the books did not put themselves in the closet. Violet and I put them there.*

Question to the Class.

Did the books put themselves in the closet?

Answer by the Class.

No sir (or madam), the books did not put themselves in the closet. Violet and Winifred put them there.

Treat, in like manner, the following

Directions.

Xenia, Yorick and Zenas, put the crayons in the box.

Albert, Bertha, Charles and Dora, put the pictures in the drawer.

Edward, Fanny, George, Harriet and Isaac, lay the slates on the floor.

Jane, Kenneth, Lewis and Mary, set the inkstands on the table.

Nancy and Oliver, throw the withered flowers into the waste-basket.

Phebe, Quintin, Robert, Sarah and Thomas, lay the copy-books on the table.

Ulysses, Violet, Winifred and Xenia, drop the sponges into the pail.

Yorick and Zenas, set the pitcher and the tumbler on the table.

Model.

SENTENCE. *Two men shaved themselves with razors.*

Q. *Whom did the two men shave?*

A. *Themselves.*

S. *Three women seated themselves in a wagon.*

Q. *Whom did the three women seat in the wagon?* A. *Themselves.*

S. *Some babies hurt themselves with sticks.*

Q. *Whom did the babies hurt with sticks?* A. *Themselves.*

Treat, in like manner, the following

Sentences.

Four boys struck themselves with their fists.

Five girls patted themselves on the head.

Six children amused themselves with their play=things.

Some men shot themselves with their pistols.

Some women drowned themselves in a river.

Some children struck themselves with their whips.

Model.

S. *A cat and a kitten licked them=selves.*

Q. *What did the cat and the kitten lick?*

A. *Themselves.*

S. *Some kittens licked themselves.*

Q. *What did the kittens lick?*

A. *Themselves.*

Treat, in like manner, the following

Sentences.

An ox, a cow and a calf rubbed themselves against a fence.

Some cocks pecked themselves with their bills.

Some hens pecked themselves with their bills.

Some chickens pecked themselves with their bills.

S. *A ram, a ewe and a lamb drowned themselves in a river.*

Q. *How many sheep drowned themselves in the river?*

A. *Three.*

S. A brood of chickens gathered themselves together under a hen.

Q. Where did the brood of chickens gather themselves together?

A. Under a hen.

S. A party of boys exercised themselves by playing ball. They rested themselves by sitting on the ground.

Q. How did the party of boys exercise themselves?

A. By playing ball.

Q. How did they rest themselves?

A. By sitting on the ground.

S. A party of boys and girls exercised themselves by playing croquet. They rested them=

selves by sitting on a bench under a tree.

Q. How did the party of boys and girls exercise themselves?

A. By playing croquet.

Q. How did they rest themselves?

A. By sitting on a bench under a tree.

S. A party of children amused themselves by dancing on the floor.

Q. How did the party of children amuse themselves?

A. By dancing on the floor.

FINIS.

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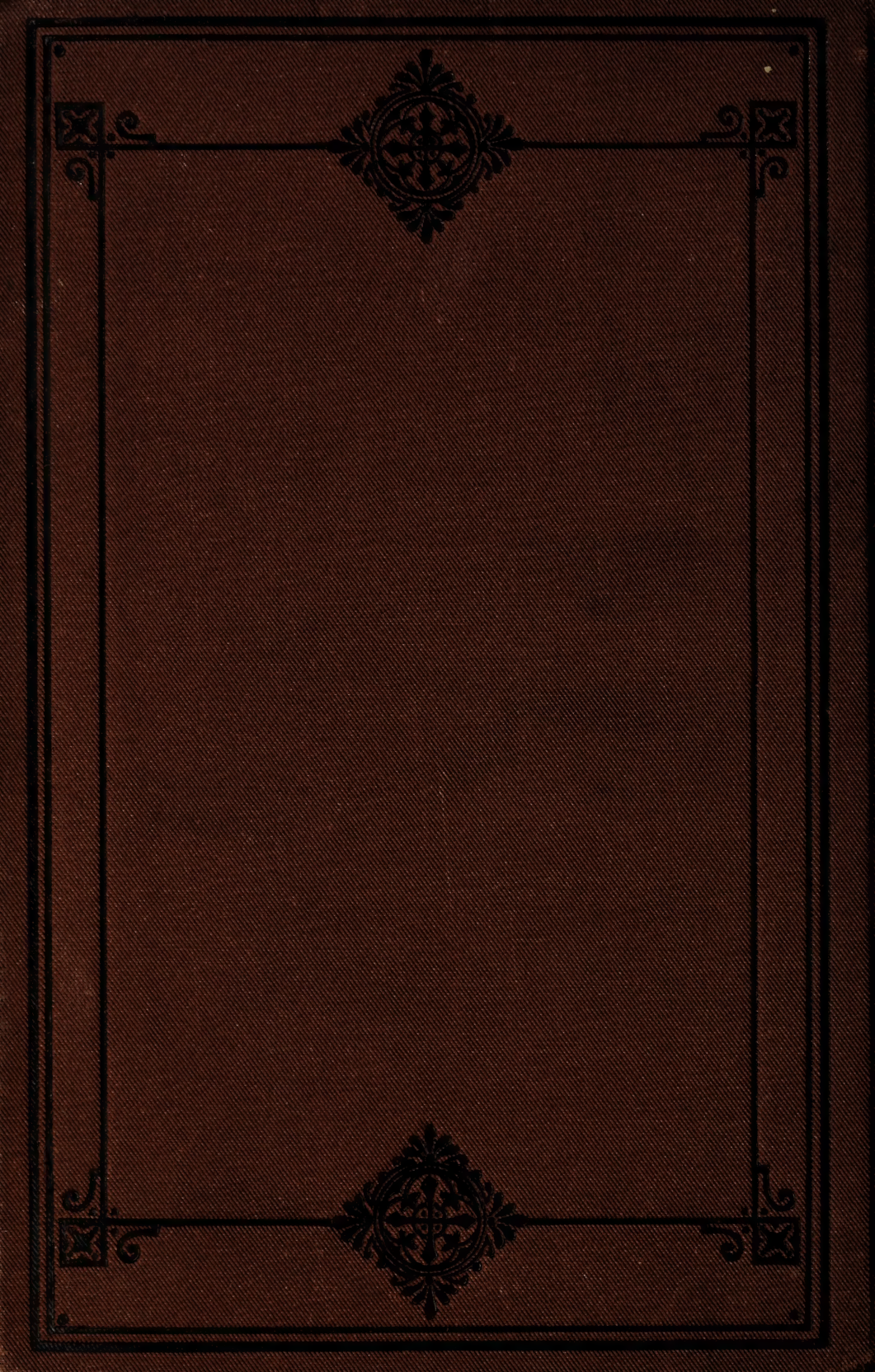
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